

# Padbury Pre-School

Pre-School Building, Padbury C of E School, Main Street, Padbury, BUCKINGHAM, MK18 2AP

## Inspection date

06/11/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children make steady progress in all areas of learning and development from their starting points. This prepares them for the next stage in their learning such as moving on to school.
- Staff provide an exciting outdoor play environment, which the children particularly enjoy exploring and investigating.
- The children develop close bonds with their key person, which promotes their personal, social and emotional development well.
- Children are safe and secure, and staff meet their welfare needs very effectively.

### It is not yet good because

- There are some inconsistencies in assessing children's progress in order to plan fully for their next steps in learning.
- The manager is not always effective in identifying inconsistencies in the quality of teaching and assessment.
- Although children make satisfactory progress in their communication and language, staff do not always extend this through commentating and giving children thinking time to respond.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and garden.
- The inspector had discussions with children, parents and staff.
- The inspector sampled a range of documentation including children's records and policies and procedures.

## Inspector

Kim Mundy

## Full report

### Information about the setting

Padbury Pre-School re-registered in 2013 and it is run by Padbury Pre-School Limited. It operates from a purpose built wooden building within the grounds of Padbury Church of England School in Padbury, Buckinghamshire. Children have access to a large play hall and a secure outdoor play area. The pre-school provides a service for children from the local community. It is open Monday and Friday from 8.45am to 1pm and Tuesday to Thursday 8.45pm to 3pm during term time. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. There are currently 19 children within the early years age range on roll and they attend for a variety of sessions. The pre-school employs five members of staff and of these, four staff hold appropriate early years qualifications. It is registered on the Early Years Register.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the consistency of ongoing assessment and planning to track children's progress precisely
- improve the monitoring of staffs' teaching skills and the assessment and planning systems to support children to make good progress in their learning and development.

#### To further improve the quality of the early years provision the provider should:

- develop further children's communication and language skills, for example, by commentating on what younger children are doing and giving older children time to think and put their thoughts into words.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy their time in the pre-school, playing and exploring with their friends. When they arrive they settle quickly to play with the toys set out for them. There are suitable systems in place to identify children's developmental starting points, which include discussions with parents. However, because assessment is inconsistent for some children not all staff use information gathered to plan for their next steps for learning. All staff

have a sound knowledge of the seven areas of learning although, the quality of teaching is variable. For example, not all staff are skilled at modelling language through commenting on the younger children's activities and give more able children the time to think and respond to open questioning and suggestions. This means that staff do not consistently support children's good communication and language skills.

Staff set up the learning environment attractively so that the children can initiate their own learning by helping themselves to other toys and resources. For example, children thoroughly enjoy playing in the 'mud kitchen' in the garden. They spend a considerable time investigating in this area because it captures their interest. A group of children work together to fill and empty containers and staff use mathematical language well to help them explore, for example, heavy and light, empty and full. Children use their imagination as they make potions by collecting and mixing leaves, mud and twigs together in the water. Staff extend this activity to maintain more able children's interest by introducing coloured dyes to observe the changes in the colour of the water. Children develop further mathematical skills as they explore colour, numbers and shape as they fit puzzles together and build with construction toys. Staff encourage children to use their imagination when designing and making models with recyclable materials. These activities help children to explore early mathematics and to develop their imagination and understanding of the world.

The staff read stories and display different words in the pre-school so children become aware that print carries meaning. Children practise their early-writing skills as they make marks in sand and a mixture made from corn flour mixed with water. They use chunky chinks to create 'Rangoli' patterns when celebrating the Hindu festival of Diwali. Staff set up a well-resourced role play area where children learn to handle, for instance, small china tea sets. Children participate in many art and craft activities, which involve using different media and materials such as glue, sticky tape, paint and fabrics. Overall, children acquire the skills they need to help them move on to the next stage of their learning.

### **The contribution of the early years provision to the well-being of children**

Nurturing staff place a strong emphasis on helping children to separate happily from their parents by establishing trusting and meaningful relationships during settling-in visits. Each child has a key person, who is responsible for liaising with parents and ensuring children are happy and secure. Consequently, the staff team effectively promotes the children's personal, social and emotional needs. There is a good selection of toys and resources to support all areas of learning. The organisation of resources promotes children's independence in initiating their own learning. Children have opportunities to identify their name and know where to hang their coat and this helps them to develop a sense of belonging at their pre-school.

Staff manage the children's different behaviour sensitively by crouching down to their level to discuss any minor issues, which arise such as sharing toys. They teach children to develop respect for one another by encouraging good behaviour and being kind and considerate during their play. For example, staff encourage children to talk about sharing

rolling pins and cutters when playing with dough. Staff consistently praise and encourage the children when they succeed in the smallest of tasks in order to help them to develop their confidence and self-esteem.

Children learn about living a healthy lifestyle. They move freely between the indoor and outdoor environments ensuring that they receive plenty of fresh air. Staff help children to learn to keep themselves safe. For example, by allowing them to take small risks as they climb and balance on a variety of apparatus, for example, crates and wooden toadstools. Access to the school playground allows children to gain control over their bodies as they climb, balance, ride and steer wheeled toys and throw, catch and kick balls. Therefore, children make good progress in their large physical skills.

The staff follow effective procedures to prevent the spread of illnesses. All staff are qualified in paediatric first aid and effective systems are in place to administer and record medication and first aid treatment. This limits the spread of infection and promotes children's good health. Staff act as good role models and teach children good manners as they sit with them at snack and meal times. Children enjoy nutritious snacks such as a choice of fresh fruit. Parents of children who stay for the afternoon session are required to provide a healthy packed lunch. Staff teach children to pour their drinks and to cut up their fruit at snack times and to put on their coats and boots to play outdoors. This means that staff successfully help children to develop self-care skills that they will need to give them independence when they go to school.

### **The effectiveness of the leadership and management of the early years provision**

The pre-school is well led and managed and the committee is clearly aware of their responsibility to inform Ofsted of significant changes. For example, a change in the nominated person. Staff demonstrate a suitable understanding of safeguarding and the procedures to follow should they have concerns. Rigorous recruitment and effective induction procedures are in place for staff and students to ensure their suitability to work with children. Staff carry out effective daily risk assessments for the premises and outings so that children can play safely both indoors and outdoors. The required paperwork to support children's welfare and safety is in place. For example, recording procedures with regards to medication and an accurate record of children's attendance.

The pre-school staff reflect upon their strengths and areas for further improvement. Staff are keen to extend the existing good opportunities for children to play and explore in the garden. In the main, the manager is aware of her responsibilities in meeting the learning and development requirements. However, the manager is not always effective in identifying inconsistencies in the quality of teaching and assessment. The procedure for the required check for two-year-old children is suitably in place. Staff appraisal and underperformance systems are suitably managed.

The staff provide an inclusive environment for all children. When caring for children who are learning to speak English as an additional language, the staff ask parents for key

words in their first language and use pictures to assist with communication skills. Staff work closely with parents of children who require extra support. For example, they implement suggestions from the speech and language therapist to further support children's communication skills in pre-school setting. The staff establish good links with Padbury school and children enjoy attending assemblies and meeting their class teachers before moving on to school. This means that the teacher is familiar to the children and has some knowledge about them before they start.

The pre-school staff develop trusting partnerships with parents and carers. There is an open door policy, which means that parent's feel very welcome at all times. Effective communication systems include daily conversations and newsletters. In addition, the staff complete 'home link' books, which include photographs and comments on the children's activities. Discussions with parents during the inspection reveal that they are very happy with the childcare service they receive.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY462062
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	913342
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	19
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Padbury Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01280 815158

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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