

Bancroft Pre-school

Small Meeting Place, 29 Hadrians Drive, Bancroft, MILTON KEYNES, MK13 0QB

Inspection date	20/03/2014
Previous inspection date	16/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Staff know children well and use this knowledge to help them make good progress in their learning and development.
- Children are confident learners as staff provide them with encouragement and a range of activities and resources to explore during the session.
- Staff obtain details from parents to identify children's starting points and build on these through observation and assessment to identify children's next steps in learning and show their overall progress.
- Staff demonstrate a secure knowledge of the learning and development requirements and work effectively as a team to meet children's individual needs.

It is not yet outstanding because

- On occasion staff are inconsistent in how they challenge and extend children in their learning, especially during outdoor play.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector and manager carried out a joint observation on an activity.
- The inspector took into consideration the views of parents who attend the pre-school.
- The inspector observed children's play and staff interaction with children in the indoor and outdoor environments.
- The inspector checked a representative sample of children's records, display materials, policies and evidence of staff suitability.

Inspector

Josephine Adeyemi

Full report

Information about the setting

Bancroft Pre-School opened in 1985. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is located in the community meeting place in Bancroft, Milton Keynes, Buckinghamshire. Children have access to the hall and toilet and washing facilities. There is an enclosed outdoor play area. A committee of volunteers manages the pre-school. Currently there are 52 children on roll, all of whom are in the early years age range. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. The pre-school supports children who speak English as an additional language. The pre-school operates on Tuesdays, Thursdays and Fridays from 9am until 12 noon and afternoons on Mondays, Tuesdays, Thursdays and Fridays from 12 noon until 3.15pm. On Wednesdays it opens from 9.30am until 11.30am and 12 noon until 3pm. The preschool employs six staff and all hold appropriate hold early qualifications.

What the setting needs to do to improve further

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

- improve the consistency of staff interaction and questioning techniques, for example to provide additional challenge during outdoor play sessions to extend children's learning.

Inspection judgements

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

All children make consistently good progress in the pre-school because enthusiastic and friendly staff have a good understanding of how they learn. Staff get to know children well from the start and share regular information about children's needs so that these are fully met. Staff generally have a good knowledge of the learning and development requirements. Staff work as a team to observe and assess children. They use this information to effectively plan for children's individual needs. They plan a balanced curriculum based on children's interests and the next steps in their development. Staff quickly identify gaps and work with children and their family to put strategies in place to address and close them. Staff support children with English as an additional language and those with special education needs effectively. Staff make effective use of assessment tools to quickly identify children who would benefit from speech and language therapy. They work closely with professionals and parents to continue the learning at home. This cohesive approach to learning means children are all making good progress. Staff use every opportunity to challenge children's learning and development by constantly making them think about what they are doing. Some staff use conversations and open ended question exceptionally well to develop children's communication skills and confidence to

express their thoughts. For example, children proudly announce that they are baking a cake, staff ask 'what type of cake?' and children respond 'a butterfly cake'. Staff skilfully extend the conversation to promote mathematical development and support the group of children present with understanding of the world. They discuss colours of the butterfly, how to care for insects, animals and respect the environment generally. However, this is not yet consistent across staff and therefore on occasion staff are not able to fully maintain children's interest in activities, especially during outdoor play. This makes children crowd around staff who offer exciting activities when they get bored and therefore this limits the learning experiences for some children. Staff are teaching children to develop skills for their future learning. They encourage children to have a go and keep trying to get things done. This develops their independence skills. Staff understand when to intervene sensitively or give children the opportunity to complete any activity or task independently. For example, simple tasks like dressing, pouring, washing hands, tidying up or activities like constructing a 'trap door'. staff provide a wide and diverse range of resources that they lay out thoughtfully. Staff allow children to move resources around pre-school and encourage them to use and care for these sensibly. Children know to return toys to the correct place ready for others to play with. For example, they take books outdoors and tidy them up at the end of each play session.

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

Children settle quickly into the pre-school because of the effective key person arrangements in place. Staff form strong supportive relationship with children and their families. Staff and families share information regularly and this supports children to continue the learning experience at home. Staff work with parents to help children in nappies gain their independence by prompting children to use the toilet at regular intervals. Consequently, it develops children's confidence and sense of self-worth as they become dry during the day. Staff have consistently high expectation for all children, who benefit from secure routine. This effectively helps children's behaviour, as they know what comes next throughout the day. When children arrive at pre-school each day they know what to do. They pick their names from a table, make their way into the main hall and say 'good bye' to their parents and carers. Staff make sure children are informed of any changes and prepare for them. For example, during outings staff give children enough information about the trip prior to going, such as the route, when it will happen and what time they will be leaving. Children generally behave very well. Staff are good role models. They give children clear and calm guidance of what is expected of them. For example, when children try to climb over the barrier into the garden area instead of waiting for their turn staff simply look at them, shake their heads and children stop. Staff teach children the importance of good health and hygiene. Children are learning to keep themselves clean and healthy. They use appropriate clothing, for instance they wear coats in cold weather and boots for the farm. They also wash hands after visiting the toilet, before a snack and after visiting the outdoor play area. Snack time is used by staff to extend children's learning in a variety of ways. Staff offer children different fruits cut up in small pieces with milk or water. Children choose which fruit and drink they would like and this develops their independence skills. They actively encourage them to try new fruits, helping them to venture out of comfort zones. Staff discuss the advantages of choosing to snack

on fruits. They discuss about colours, count out pieces of fruits and generally help children's eating habits. Children also benefit from the extensive outdoor play area. They have daily opportunity to climb tyres, ride bikes or drive cars and exercise their growing muscles. This develops their physical skills well.

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

Leadership and management of the pre-school is effective and they understand their roles in supporting the pre-school. They meet all of the legal requirements as set out in the Statutory Framework for the Early Years Foundation Stage. The robust recruitment procedures ensure only suitable staff are employed to work with children. Staff have a clear understanding of their responsibilities of how to keep children safe and from harm. They receive regular safeguarding training and are aware of the procedures to follow if they have a concern about a child. Staff are up-to-date in their training and this helps them to respond to safeguarding concerns effectively. Regular and effective risk assessment of all areas used by children and their families provides a safe environment for everyone. System for monitoring improvement is effective and used to drive improvement. Everyone is involved in these and the leadership and management team are constantly seeking ways to improve quality of childcare. Management actively seeks and welcome input from parents. Their latest effort is the 'WOW' board where parents share information. Staff benefit from effective supervision and management and staff work very closely as a team. The staff attend various local authority approved training programmes. They use the support scheme to reflect on practice and identify areas for improvement. Management regularly sends staff members on training opportunities to fill identified gaps. This means they keep up-to-date with current practice, learn new methods of teaching and further develop their practice. Staff understand their responsibility to put together a short summary for the progress check for two-year-old children and they work with parents to identify strengths and weaknesses. Very effective partnerships with other professionals mean children have access to good quality support when needed. Relationships with parents are well developed. There is regular and effective two-way flow of communication. Parent's daily verbal feedback from staff ensures that they are up-to-date with their children's learning. The pre-school staff operate an open door policy meaning parents have access to staff to discuss questions or concerns without having to book an appointment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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

Unique reference number	141812
Local authority	Milton Keynes
Inspection number	814017
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	60
Number of children on roll	52
Name of provider	Bancroft Pre-school Committee
Date of previous inspection	16/03/2011
Telephone number	01908 322502 or 07761 802393

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

