

Newtown Pre-School

Newtown Early Years & Infant School, Berkhamstead Road, CHESHAM, Buckinghamshire, HP5 3AT

Inspection date

Previous inspection date

10/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Good teaching skills support children receiving a wide range of activities to support their learning and overall.
- Children make good progress towards the early learning goals overall.
- Children settle into nursery life because staff support children's early days by spending time with them and helping them engage in the activities around them.
- Children learn to play safely, build friendships and lead healthy lives through the good examples set by staff and the activities they plan.

It is not yet outstanding because

- The monitoring of practice is not yet sufficiently rigorous enough to identify areas to improve to enable staff to further develop their teaching skills.
- Children have fewer opportunities to explore and become familiar with different technologies to support their understanding of how things work.
- Staff are not always sufficiently rigorous in collecting initial information about children's development to support their initial assessment's of children's starting points.

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 undertaken by the children and staff.
- The inspector discussed practice with staff and managers.
The inspector sampled documents in relation to children's learning and development, and those relating to staff training, support and skills, safeguarding, safety and health.
- The inspector took account of parents' views through discussion and evaluation of feedback from questionnaires.
- The inspector took account of the nursery's self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

Newtown Pre-School registered in 2013. It is managed by the Governing Body of Newtown Early Years and Infant School, situated in the town of Chesham in Buckinghamshire. It is registered on the Early Years Register and serves children aged two and three years from the local area. There are currently 30 children on roll. Children have use of a classroom with access to an enclosed outdoor area and use of the school playground, hall and enclosed sports pitch. Toilets are located within the school. Newtown Children's Centre is situated on the school site. The pre-school is open from 9am until 12.00pm and from 1pm until 4pm each week day during term times only. The pre-school is in receipt of funding for free early education for two- and three-year-olds. There are systems in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The pre-school leader is working towards gaining Early Years Professional Status. She leads a team of four other staff, all of whom hold appropriate qualifications in childcare practice. The pre-school receives support from Bucks Early Years and Childcare Improvement Team. The provision uses the Webster Stratton philosophy to promote children's understanding of behaviour within their social, emotional and academic competency.

What the setting needs to do to improve further

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

- further develop educational programmes for understanding the world by providing more opportunities for children to access technology to explore how things work
- increase opportunities to develop staff practice through strengthening coaching and mentoring systems; and enhance the effectiveness of initial assessments by engaging parents in conversations about their child's development and what they can do at home.

Inspection judgements

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

Staff within this pre-school, provide a wide range of activities and resources to engage children in learning. They ensure children have opportunities to move between adult-led activities and explore their own learning through child-initiated play. They make the most of space. Although children cannot freely access outside spaces, they spend lots of planned time outside. This broadens their opportunities to learning on a different scale. Staff are deployed successfully. They sit with children and model play. They use descriptive commentary, blending their knowledge of children and their abilities to extend

vocabulary relatively well. Bilingual staff use their specific skills to encourage children to develop understanding and speaking skills. Rhymes, songs and stories are planned into the day. This helps children to play with words and builds their confidence as they share experiences in small groups. Children's physical development is well planned. Staff provide children with a range of resources to encourage their dexterity when developing early writing skills or when handling tools, such as scissors. Other resources encourage children's ball skills, balance and coordination. Staff encourage children to be creative with paints, writing tools and construction. They help children use their imaginations during their role play games. Staff make some reference to numbers, shapes and volume during play, helping children gain an understanding of mathematical concepts. While there are resources to support children's understanding of the world, there is less focus on supporting children's learning of technology. Overall, staff consistently demonstrate that they understand the curriculum and plan a range of activities to support learning opportunities. Looked at as a whole, children are working comfortably within expected levels for their age.

Overall, staff engage parents well in becoming co-educators. They work closely with the local children's centre, sharing space and resources to encourage parents commitment. Workshops, such as bedtime story telling, help parents understand the importance of routinely spending quality time enjoying books together. Other plans include sharing resources between the pre-school and home. Parents are regularly asked to contribute to learning journals, sharing special family events and wow moments. However, they are less rigorous when collecting parent's views on children's development to establish initial assessments. This narrows staff's knowledge of children and may impact when planning for individual needs. Observations linked to the areas of learning help staff establish what children can do. They identify how to help children move forward in their learning. At two children are assessed against primary skills. The assessment is shared with parents and other agencies with parental consent. Regular parental consultation events and reports help to keep parents informed about their children's current learning. Children in this pre-school are moving successfully towards the skills needed for the next stage in their learning.

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

The pre-school has a strong key person system. They visit parents and children at home prior to enrolment. At these times, children are encouraged to make a collage of their family and treasures to use as comforters through the settling in process. The process of home visits and settling in sessions helps children to build trusting relationships. Staff show caring attitudes towards children and offer praise and reward for their achievement and good behaviour. They listen and respond to children, helping them negotiate and co-operate with others. Children are gaining awareness of others as individuals with feelings. They are learning to share, turn take and play within tight groups as their social skills develop. Visits from community police officers and others within the community help to broaden children's understanding of other people. Children gain a flavour of festivals from around the world and current affairs, such as the Winter Olympics. The group is diverse and resources around the nursery help children to find similarities within themselves and

others.

Staff have a good understanding of safeguarding issues. They are able to discuss how to respond to safeguarding concerns. This includes an awareness of whistle blowing and the safe use of mobile phones and cameras. Staff help children to understand the importance of safety. They model how to handle resources in a safe manner and remind children of hazards during their play. This helps children develop an awareness of their own and others safety. Overall, children are learning to be independent in all that they do. Staff are aware of children's abilities to self-manage toileting routines. They carry out personal care and nappy changing appropriately and in line with parent's expectations. Children only attend for a maximum of three hours but staff always ensure that children's nappies are changed, as required, to ensure children's comfort. All children are supervised well to support their understanding of hygiene. Those children who are more able are encouraged to be independent. At snack time, children make simple healthy choices about what they want. They are encouraged to pour their own drinks. Staff broaden their promotion of healthy lifestyles by planning activities, such as making fruit kebabs, which children take home.

The environment both inside and out provides children with a range of activities which help children keep healthy and develops their independence. Children learn behaviours which are socially acceptable and build relationships which help them feel confident and self-assured. Opportunities to use other parts of the site ensure children are familiar with the adjoining school and some of the staff. Children are emotionally prepared to manage change as they move forward towards more formal learning environments.

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

The leadership and management in this pre-school ensures children receive a broad range of experiences across the educational programmes. Observations and assessments show a correlation between expected levels of development and children's ages. They provide parents with an accurate picture of children's current development. Overall, planning successfully reflects on what needs to be done to help children learn. The monitoring of the curriculum ensures children are moving comfortably towards their learning targets.

Safeguarding and welfare requirements are understood and met by the management team and this is reflected in the practice of staff. Recruitment is strong. All staff are suitable to provide appropriate care for children. They have a good understanding of the policies and procedures which underpin practice. While there are some systems in place to monitor practice, these are not yet robust. Staff lack sufficient opportunities to reflect on their own practice and develop their skills through mentoring and supervision. Inset days offer opportunities to combine skills with staff from the link school. Some staff are working towards further professional development qualifications.

Parent's views are sought and provide feedback to enable the pre-school to reflect on how they are meeting their communities' needs. They are aware of weaknesses and strive to

improve. As the pre-school prepares for changes to their learning environment, they are planning many improvements to the quality of the service children receive. Partnerships with parents and other early years professionals are overall valued. This helps to ensure that children receive the intervention they need early, so that they can develop in line with their learning targets.

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	EY462525
Local authority	Buckinghamshire
Inspection number	940326
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Newtown Early Years and Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	01494 783713

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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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