

Bradwell Common Pre School

125 Bradwell Common Boulevard, Bradwell Common, Milton Keynes, Buckinghamshire, MK13 8DY

Inspection date

07/05/2014

Previous inspection date

21/01/2009

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

- The strong key person system effectively supports children's well-being so that they are confident and happy at the nursery.
- Staff have a good awareness of how children learn and they use a range of different teaching approaches to help children make effective progress.
- Strong relationships and links with parents enable staff to share information about the children and their learning at home.
- The management team demonstrates a good understanding of its responsibility to keep children safe, and staff clearly follow the safeguarding policy and procedures.

It is not yet outstanding because

- Occasionally, children do not have time to answer questions because staff intervene too quickly.
- The indoor area is not used to its full extent to provide children with opportunities to explore nature.

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 observed the children's activities and staff's interactions with children.
- The inspector spoke to some parents and took note of their views.
- The inspector looked at a sample of the Pre School's policies and procedures and staff records.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector invited the manager to carry out a joint observation.

Inspector

Tracey Dawson

Full report

Information about the setting

Bradwell Common Pre School opened in 1984. A committee of volunteers manages the Pre School. It operates from a community centre in Bradwell Common, Milton Keynes. The setting has access to two rooms and a fully enclosed garden. The pre-school is open each weekday, 9am to 3pm on Monday, Tuesday and Thursday and 9am - 12pm on Wednesday and Friday.

It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are 53 children from two years to under five years on roll. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery supports children who are learning English as an additional language and children with special educational needs and/or with disabilities. There are six members of staff. One member of staff has a qualification at level 4 and five members of staff hold a childcare qualification at level 3.

What the setting needs to do to improve further

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

- give children more time to respond during conversations, to further promote their growing communication and language skills
- enhance the indoor provision by providing more opportunities for children to have access to natural resources.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and implement them effectively so that all children, including children who are learning English as an additional language and those with special educational needs and/or disabilities make good progress. Staff work closely with parents to gather information. This ensures they have a good understanding of children's starting points. Staff exchange ongoing information with parents through a diary that goes home weekly and which informs parents about how the children have been learning and developing and how parents can support them at home. The parents return the diaries with their comments. This ensures parents and staff work together to promote learning and development.

The staff use the 'Every child a talker' monitoring sheets to track children's communication

and language skills. They use an effective system to observe children carefully and, by analysing the observations, they plan activities and resources to motivate and engage a children in all areas of learning. The manager tracks children's progress to provide a clear overview all children's learning and development needs. This careful observation, planning and monitoring, means that all children make progress.

Staff use good teaching skills to help children learn throughout their daily activities and routines. They constantly interact with the children during their play, making comments and asking questions that encourage children to think. For example, they ask the children to describe what they can see under the logs in the garden, and the children respond with enthusiasm. However, on some occasions, staff intervene too quickly, which does not always give children sufficient time to respond to staff's questions.

Early literacy is supported well. For example, children find their name as they arrive, and staff extend the older children's skills further by supporting them to write their name on their pictures. Staff also supply children with clipboards and pens in the home corner, they set up large mark-making activities outside, display letters inside and out, and they encourage the children to find the letters of their name and to make the sound of that letter. Staff teach children a weekly song and they send home a song sheet, so that the children can practise with their parents at home. Children learn early mathematical skills as they write numbers and count with the staff. At group time, birthdays provide an opportunity to count candles and to talk about how old the children are, as children use their fingers to count. Children show great interest and concentration when taking part in activities, for example using a range of tools to paint pictures and cutting and squeezing the playdough. Staff encourage children by joining in and offering praise.

Staff read to children, choosing stories that match children's current interests. For example, following a recent farm trip, staff read books about animals to the children and they encourage the children to name the animals and to talk about them.

Children develop their imaginations and their understanding of the world as they dress up and act out roles in the role-play area, for example, by being a nurse and taking their friend's temperature. Children are developing confidence with computers as they have access to computer tablet and, with adult supervision, they play matching games. However, although children engage with a wide range of activities, staff do not always maximise opportunities for children to engage with nature indoors, by providing natural resources for children to examine and explore.

Staff use the local community to visit the library and go on nature walks and teach children to develop a good awareness of others, as they participate in a variety of religious and cultural festivals. In addition, there are good resources to reflect the wider community and help children understand about differences in a positive way.

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

The setting is welcoming and inclusive. As a result, children are happy and settled. They enter the setting confidently and make choices about their play. Parents comment that the setting is 'warm and welcoming'. Staff understand the key person role fully, and they work closely with children and their parents to make sure it is effective for each child. Staff provide genuine warmth and affection and as a result, the children have close bonds with the staff who care for them.

Staff manage children's behaviour very well, using positive strategies to promote good behaviour, such as giving regular praise during activities and encouraging sharing. Children are developing social skills and play extremely well with each other. For example, when children are playing outside with a rocker that has four seats, the children negotiate turn taking with each other and wait patiently until it is their turn.

Staff ensure children have access to a wide range of assessable resources inside and out, and daily risk assessments ensure that children are safe and that all areas are clean and maintained well. Children have daily opportunities for outside play, as the setting has a large garden. This means children benefit from plenty of fresh air and exercise, and they develop their physical skills as they ride bikes, dig in the sand and explore the nature area.

Staff support children's independence by encouraging their awareness of self-care routines. Children understand the importance of washing their hands prior to snack or after a messy activity. Staff use this as a learning activity as they encourage the children to talk about the colour the water is as the children wash their hands after painting. Children are supported in developing the skills they need to be independent; they put on their own coats, and there is an area outside with mats, where the children can take time to practise taking off their shoes and putting on their boots. At snack time children choose their own cups and plate and they help themselves to a healthy snack. Staff adhere to children's dietary needs, preferences and allergies. As a result, children are gaining an understanding of a healthy lifestyle.

The setting works in partnership with other settings to ensure transitions for each child are effective. The teacher from the local school visits the children and end of term reports are shared; this approach helps to ensure children are prepared appropriately to move on from the setting.

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

The leadership and management team demonstrate a thorough understanding of their responsibility to meet all requirements of the Early Years Foundation Stage. The manager and committee follow a safe recruitment and vetting process so that all staff undergo suitability checks and only vetted persons have sole access to children. The manager and staff have a good understanding of safeguarding children procedures and work to well-developed policies. Staff fully understand their responsibility to safeguard children at all times and they know the procedures to follow if they have concerns about a child. As a result, children's safety is promoted well.

The premises are secure and staff supervise children efficiently to reduce the risk of accident and injury and protect their well-being. Staff benefit from supervision and appraisals to support their professional development and performance management, and new staff receive a thorough induction, which ensures they are clear about their role and their responsibilities.

Since the last inspection, the manager, staff and committee have worked extremely hard to develop the setting and they demonstrate a commitment to a culture of continuous improvement. The manager works closely with the local authority advisor to implement good systems to monitor provision and to track and assess children's progress from their starting points. The management team supports staff effectively to carry out the progress check for two-year-old children, and parents are provided with good quality information about their children's progress.

Strong partnership with parents is a real strength at the setting and the parents comment on how involved they feel and that the staff are always available to talk. For example, children take home library books to read with their parent, and comments noted in the child's setting-to-home diary. This constant two-way flow of information between the setting and parents has a positive impact on children's learning. The setting also works well in partnership with the professionals at the local children centre, as well as with others who are involved in the children's care, so that all children make good progress in their learning and development.

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	141875
Local authority	Milton Keynes
Inspection number	814018
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	53
Name of provider	Bradwell Common Pre School Committee
Date of previous inspection	21/01/2009
Telephone number	07785 781731

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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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