

New Millside Pre-School

Broughton County First School, Narbeth Drive, AYLESBURY, Buckinghamshire, HP20 1NX

Inspection date	22/05/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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

- Children make excellent progress given their starting points because staff use inspirational teaching techniques and provide an excellent learning environment in which they flourish.
- Staff are very enthusiastic, highly motivated, caring and fully involved with the children. Therefore, children are confident, very happy individuals who learn and achieve extremely well.
- The staff place a strong emphasis on establishing effective partnerships with parents and others in order to successfully meet the children's individual needs.
- The manager and staff have high expectations for children's achievements and they continually reflect on their practice to maintain a service, which is very responsive to the needs of the children and their parents.

It is not yet outstanding because

- Weaknesses were found in the systems for vetting committee members.
- While children enjoy the excellent outdoor play activities, there is scope to further extend resources to enhance and challenge children's ideas and imagination.

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 large play room and garden.
- The inspector had discussions with children, parents, staff and nominated person of the committee.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Full report

Information about the setting

New Millside Pre-School registered in 2008 and a committee runs it. The pre-school operates from a Children's Centre at Broughton County First School in Aylesbury in Buckinghamshire. There is access to a large play hall and a secure outdoor play area. The pre-school opens Monday to Friday from 9am to 3.30pm and there is a lunch club from midday to 12.30pm during school 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. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The pre-school employs 12 full-time staff and they all hold appropriate early years qualifications. The pre-school is registered on the Early Years Register. There are currently 56 children on roll.

What the setting needs to do to improve further

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

- enhance the excellent outdoor play experiences, for example, by providing extra resources to challenge children's imagination and ideas through the exploration of music.

Inspection judgements

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

Children thoroughly enjoy coming to their pre-school because they have lots of fun. Play and first-hand experiences provide awe and wonder so children are on a road of discovery. As a result of inspirational teaching, very thorough planning for the educational programmes and the meticulous tracking of the children's progress, the children make excellent progress given their starting points. Parents are extremely well-informed about their children's progress and they have many opportunities to be involved in their learning. This includes the children's progress check at two years. Parents come into the nursery to share their skills with children. For example, they talk about their job as a fire fighter and share information and clothes for children to dress up in from their country of origin.

At the start of the day, staff talk with the children about the wide range of activities that are on offer. Staff ensure that children develop an amazing sense of belonging and make excellent progress in their personal, social and emotional development. They place a strong emphasis on allowing the children to have a significant input into planning and developing their own learning experiences. For example, children put their ideas forward through the 'wishing tree'. Children are extremely proud as they talk about their art work and learning journals with visitors. Staff plan excellent opportunities for children to learn

to take turns and to show care and consideration to others. Each day children take turns to be responsible for the pre-school dolls, Debbie and Derek, who join them at all the activities they choose. Children enjoy taking the toy monkey, Rita, home to take care of and proudly talk about what they do with her. They draw pictures in her diary and parents record their experience of having Rita to stay with them at home. Furthermore, parents share their child's 'wow' moments which staff display and encourage children to talk about with their friends. Children bring in things from home to share, for example, they proudly show and talk about photographs taken on their holidays. All of these experiences result in self-assured and very confident children. They are making excellent progress in their communication, language and literacy.

There are many examples of high quality teaching. For instance, during conversations with children, staff use open questioning very skilfully to improve children's listening and speaking skills. Children enjoy interactive story times, make up their own stories and thoroughly enjoy putting on puppet shows. Staff provide many worthwhile activities to support children's interest in early mark making, for example, as they make patterns and marks in sand and dough. Staff provide many opportunities for children to write for a purpose, such as shopping lists and prescriptions during role play. As and when the children are ready to learn about letters and sounds, staff encourage them to explore phonics through repetitive songs and actions. By the time they leave the pre-school, several children are able to write their name and show a keen interest in letters and sounds.

Children experience a wealth of activities which develop their understanding of mathematics and the world in which they live. Staff suggest, speculate and invite children to express their own thoughts and ideas successfully to move their learning forward. An excellent example of this is when children are absorbed in exploring and discovering what happens when they mix baking powder and water together. Highly skilled staff ask children what else they would like to add to their mixture and they decide flour, paint and glitter. They talk about the changes in texture, what they feel like, observe colour changes such as 'darky green' and use their imaginations when staff suggest they place paper on top of the mixture to see what happens. Children use their imaginations and exclaim they can see a shape like a dragon on the paper. They are in awe of the experiment and decide to call it their 'painty glue experiment'. At the end of the activity, staff reiterate what the children did and successfully encourage discussions about their findings to consolidate their learning. Children spend time problem-solving as they fill and empty containers in the water play, weigh, count, sort and match various objects.

Staff plan the outdoor environment to encourage children to develop very good large muscle skills, such as running, climbing, balancing and sliding on a variety of equipment. However, there is scope to provide a wider range of resources for children to make even wider choices and to further develop their own ideas. For example, through the exploration of music. Children develop very good small muscle skills and use their imagination as they build with a wide range of construction toys and learn how to use tools safely such as scissors, real hammers, hand drills and nails as they build and design with wood. Staff teach children to use a wide variety of technology, such as metal detectors, cash tills, binoculars and educational programmes on tablet computers. Staff prepare children extremely well for their future education by providing a nurturing and

exciting learning environment.

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

Each child has a member of staff as their key person who recognises and responds to their individual needs and works in partnership with their parents. In order to meet the emotional needs of the children, the key-person system is very flexible. This takes into consideration circumstances whereby children make relationships with specific members of staff. The children learn to behave well and considerately towards each other because staff model and encourage good manners. Staff discuss the pre-school's charter with the children which includes being respectful and kind to one another. Staff ask children what the most important thing is and they enthusiastically respond 'having fun'. Children are extremely secure in the setting and enjoy trusting relationships with the very caring staff.

Staff positively promote the children's health and well-being. They use every opportunity to encourage children to be independent. In preparation for snack time children post their name in the letterbox and collect their cup and plate. Staff present a platter of fruit and vegetables attractively so children can make choices about what they want to eat. Staff teach children about good hygiene practices and children know they must wash their hands to prevent 'germs in their tummy'. Children are taught to cut up their fruit safely. When they stay to lunch club, their parents provide their packed lunch which is stored correctly in the fridge. Children help themselves to drinks throughout the day from the water dispenser and staff remind them to keep hydrated. Good systems are in place for accidents and medication administration. Staff teach children to keep themselves safe as they participate in fire drills, lock downs and discussions about road safety, for example.

There is a very good range of toys, materials and resources to meet the varying needs of the children attending. The pre-school makes very good use of the space available both indoors and outdoors. Staff provide a well-organised environment, which is set out to encourage children to successfully take part in all the activities and have a wonderful time learning through play.

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

The manager demonstrates good leadership and management skills. Arrangements for safeguarding children are robust. All staff complete safeguarding training so they have a good knowledge and understanding of local child protection procedures. They are fully aware of the pre-school's policies for whistle-blowing, the use of cameras, mobile phones and social networking. The manager has also completed safer recruitment training. Robust recruitment procedures are in place for the manager and staff working directly with the children in the pre-school. Previously, the nominated person failed to promptly chase up an outstanding Disclosure and Barring Check for a committee member. On this occasion, Ofsted will not be taking action. Good arrangements are in place for assessing possible risks on the premises and outings to an open farm, for example. The manager constantly

reviews risk assessments and takes necessary action as and when required. All staff are trained in first aid and good procedures are in place to manage accidents to further promote children's welfare. Children are well supervised because staff are deployed effectively across the premises. The pre-school attendance register shows that staff-to-child ratios are consistently met.

The highly motivated manager is fully aware of her responsibilities in leading outstanding practice to promote children's learning and development. She has a very clear vision for the pre-school and she has made changes to further develop practice. Staff observe one another's practice to extend their skills. Self-evaluation is accurate overall, although staff are modest in respect of how well they promote children's learning and development. They are continually looking at aspects for improvement. Staff are supported effectively in their work with the children through one-to-one meetings, staff meetings and appraisals, and they have good training opportunities. Current successes, innovative practice and desire to do better, confirm the pre-school's capacity to improve in the future.

The pre-school places a strong emphasis on promoting the inclusion of all children. There is a special educational needs coordinator who is responsible for implementing children's individual educational plans. Staff regularly review the plans to ensure that children are set achievable targets in their learning. Good links are established with others involved in the children's lives, such as specialist teachers and therapists. Staff use a picture exchange communication system and sign language to support effective communications. When caring for children who are learning English as an additional language staff ask parents for key words in their home language, to support their communications with the children.

Staff establish very good partnerships with parents and carers. There is an open-door policy and parents are encouraged to help out and share their life experiences. Staff inform parents about their children's daily activities through discussions and activities are written up on a notice board. Children's progress is shared through liaison with the manager and key persons, children's learning journals and parent evenings. There are benefits for the pre-school being on the same site as the children's centre and school. Parents and children are able to attend group sessions in the children's centre and school teachers visit to help prepare children to move on to school. During the inspection, parents spoke highly of the staff and feel they prepare their children well for school. The manager leads her professional and very enthusiastic team in providing this nurturing and fun environment for children to experience.

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	EY380796
Local authority	Buckinghamshire
Inspection number	976067
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	56
Name of provider	New Millside Pre-School Committee
Date of previous inspection	09/02/2009
Telephone number	07515824335

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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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