

Padbury Pre-School

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

Inspection date	17/09/2014
Previous inspection date	06/11/2013

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

- Leadership and management of the pre-school is strong. The managers motivate and lead staff to share high expectations for all children.
- Staff have a good knowledge of the children and promote their learning and development well.
- Staff meet children's social and emotional needs well. Relationships are strong, fostering a sense of belonging and ensuring that children are confident and happy learners.
- Children make good progress in their language and communication development because staff provide a language rich environment.
- Children learn and play in a stimulating environment that is safe and secure. Staff are fully aware of their responsibilities to protect them from harm.
- Strong links between parents and staff help to ensure that children's needs are understood and met .

It is not yet outstanding because

- Although self-evaluation is embedded practice and the views of parents are sought, the managers do not generally seek the views of staff, to further enhance provision.

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 teaching in the pre-school and in the garden.
- The inspector examined some records and documents.
- The inspector had a discussion with the manager.
- The inspector met with a number of parents and carers to seek their views.

Inspector

Sally Hughes

Full report

Information about the setting

Padbury Pre-School re-registered in 2013. It is run by Padbury Pre-School Limited and operates from a purpose built wooden building within the grounds of Padbury Church of England School in Padbury, Buckinghamshire. Children use 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 receives 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 17 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. The pre-school is registered on the Early Years Register.

What the setting needs to do to improve further

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

- develop the process of self-evaluation further by seeking the views of the staff to improve provision and outcomes for all children over time.

Inspection judgements

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

Teaching in the pre-school is good and promotes children's learning and development well. All staff have a detailed knowledge of the children and use this effectively to support their learning and development. Staff work alongside parents to determine children's levels of ability when they first start at the pre-school. Ongoing and precise assessment supports them to monitor children's progress and plan the next steps in their learning. At regular planning meetings, staff identify and prepare activities that will specifically benefit individual children. This knowledge and planning ensures that all children make good progress in relation to their starting points.

Staff encourage children to improve their physical skills and provide challenging, fun experiences in the stimulating garden area. Children express themselves creatively and cooperate well. For example, a group of children show their excitement as they work together to build a den in the garden using branches, blankets and pegs. Children move freely in the pre-school environment as they choose to play indoors or outdoors. They

enjoy regular exercise and use a range of resources which help them to develop good coordination and control. Staff maximise opportunities for developing children's physical skills by using the school playground, which is also safe and enclosed.

Children's personal, social and emotional development is good. Staff are kind, caring and reassuring, which results in children feeling happy, settled and secure. Children are learning to be considerate to others and to share and take turns. For example, a child was observed waiting very patiently to take her turn with the whisk to make porridge. Staff are supportive in helping children to develop a positive self-esteem by praising them when they achieve new skills.

Staff promote communication and language development effectively through good role modelling. They speak clearly to the children so that they hear words and can repeat them. For example, a member of staff supporting a child to play in the mud kitchen suggested that they 'stir it round, stir it round'. The child was able to hear, understand and repeat the new language. Staff provide children with exciting and interactive story sessions. These help to promote their literacy skills, as well as their communication and language. Staff also skilfully promote children's understanding of mathematics as they play. For example, they teach them to recognise numerals and count the number of fish as they take turns to play the fishing game.

Children enjoy interest adult-led activities which extend their knowledge of the world, such as making real porridge for the three bears as they act out the story. They also join in a bug hunt using hand lenses to explore areas in the garden. These exciting activities engage all the children successfully. Children are keen and motivated learners, they show a desire to explore and learn. These positive attitudes towards learning prepare the children extremely well for school.

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

Staff provide good support for children's emotional well-being. They greet children warmly when they arrive each day, helping them to separate confidently from their parents. Children are keen to take part in the activities set out and show a strong sense of security as they settle easily and happily. The relationships between staff and the children are friendly and supportive. Staff have a good knowledge of children's individual needs and routines. This helps to promote their emotional well being and their self-esteem. Children enjoy taking turns in caring for Hedgie, the pre-school's toy hedgehog, in their own homes. This helps them to develop a sense of responsibility and creates a strong link between their homes and the pre-school. It also strengthens parent's involvement in learning as they take photographs and write stories about their child's adventures with Hedgie in a special book.

Staff use effective and sensitive strategies to manage children's behaviour. This means that the pre-school is a calm and positive place for children to gain the most from the rich experiences and the exciting activities. Staff promote children's independence well by ensuring that resources are easily available for them to select themselves. This

arrangement helps the children lead their own play and become independent as learners in readiness for their move to school.

Children demonstrate good levels of confidence in their self-care skills. For example, they learn to wash their hands before sitting down to eat and find their own lunch boxes. Parents provide healthy food and staff follow good food hygiene practices in order to protect the children's good health. Children pour their drinks, select and cut up fruit and enjoy the sociable snack and lunch times. Staff further help children to develop healthy lifestyles by encouraging them to be physically active and to spend time playing in the fresh air.

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

The leadership and management of the pre-school is strong. The newly appointed manager is ably supported by her deputy, creating a strong and motivating leadership team. They are both good role-models and share high standards and expectations for all adults and children in the pre-school. Staff are secure in their knowledge and implementation of the Early Years Foundation Stage. They are fully aware of their responsibilities with regard to safeguarding children. Robust recruitment procedures including effective induction procedures for staff, helping to protect children. All necessary suitability checks have been completed for staff and helpers.

The manager effectively monitors the quality of planning and assessment to ensure that all children make good progress in all aspects of their learning. The assessment arrangements include the required progress checks for two-year-old children. Caring and nurturing staff work closely with parents and other professionals to support children who need more help in particular aspects of their learning and development. Staff regularly attend local authority training in order to continually develop their knowledge of how young children learn best. The wide range of well maintained resources support staff to meet children's different learning needs.

The new manager is motivated in her drive to improve the provision further. All actions from the previous inspection have been addressed. Through effective self-evaluation, the manager and deputy identify strengths in the pre-school practices, as well as their current priorities for improvement. They involve parents well in this process but do not routinely seek the views of staff on how to improve practice and provision. As a result, action plans do not benefit from input from all of those who deal directly with the children.

Parents express high levels of satisfaction with the service they receive. They view the policies and procedures that underpin the safe and efficient management of the provision. Staff liaise with parents sensitively and supportively. Together they agree on how to manage situations affecting individual children, such as dealing with illness and starting school. Parents say that they value the warm and welcoming family atmosphere of the pre-school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY462062
Local authority	Buckinghamshire
Inspection number	962590
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	17
Number of children on roll	17
Name of provider	Padbury Pre-School
Date of previous inspection	06/11/2013
Telephone number	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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