

The Big Top Pre-School (Buckingham Park)

Buckingham Park Community Centre, Jubilee Square, Aylesbury, Buckinghamshire, HP19 9DZ

Inspection date	08/07/2014
Previous inspection date	06/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 pre-school is welcoming and inclusive. It offers children a highly stimulating environment to play and learn in, both indoors and outdoors across all seven areas of learning.
- Children make very good progress in relation to their starting points. Staff have a very good understanding about children's backgrounds and interests. They make accurate observations and assessments of children's achievements. They use this information to plan accurately to support children's learning needs.
- Partnerships with other professionals who share the care of the children are firmly established. Partnerships with parents are positive which supports consistency in children's learning.
- Children have fun and engage extremely well in their play.

It is not yet outstanding because

- Staff do not always provide written words and pictures to further extend children's learning during planned topics and to support children's interests.

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 spoke to the pre-school owner, manager, staff, children and parents.
- The inspector observed children in their play both indoors and outside.
- The inspector sampled children's development records and the pre-school's documentation.
- The inspector sampled the pre-school's self-evaluation form and took this into account.
- The inspector and manager conducted a joint observation.

Inspector

Aileen Finan

Full report

Information about the setting

Big Top Pre-School (Buckingham Park) registered in 2012. It is one of three settings owned by the same provider. It operates from the Buckingham Park Community Centre, in Buckingham Park, Aylesbury. The pre-school uses a large hall, toilets, a kitchen and enclosed outside area. The pre-school is open from 9.15am to 12.15pm on Mondays and Fridays, and from 9.15am to 2.15pm on Tuesdays, Wednesdays and Thursdays. There is an option for breakfast club from 8.30am. There are currently 55 children on roll in the early years age group, who attend for various days and sessions. The pre-school is in receipt of funding to provide free early education for three- and four-year-old children. It caters for children with special educational needs and/or disabilities and those children learning English as an additional language. There are 10 staff who work directly with the children. Of these, all but two staff are qualified. One unqualified staff member is working towards a childcare qualification. Another qualified staff member is completing a further qualification. There are two staff working towards foundation degrees. The owner, although not included in staff numbers, holds early years professional status. 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:

- extend opportunities for children to see written words alongside pictures to further enhance their learning.

Inspection judgements

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

Staff at the pre-school offer children exciting and challenging activities, which children engage in happily. Children benefit from a variety of experiences that span their developmental needs across all seven areas of learning. They move freely between the indoor and outdoor spaces and there are lots of activities to promote children's learning. Resources, toys and activities are easily accessible and children are confident to decide what they want to do.

Outdoors, children use scooters and pedal bicycles and tricycles negotiating their space well. They build with wooden blocks and sit in their constructions pretending to be on a boat, wearing hoops for seatbelts. Children explore with water play, adding liquid soap to make bubbles or rolling toy cars down drain pipes from one container into another. Children talk with staff about which car may travel faster. Staff are proactive in suggesting that the children try different size vehicles to compare the speed. Another group of children happily draw around one another with chalks. Again, staff use effective

interaction with children's play to help children work out who is the tallest or the shortest. A child is eager to tell other staff who the chalk drawings on the floor belong to and she names her friends from the chalk drawings. Children look for bugs and on finding them, look more closely through magnifying pots; recognising the insect and identifying how many legs or spots the insect has. This good practice helps children to explore and be curious and supports their eagerness to learn.

Staff are successful in adapting and extending activities. The quality of teaching and the interactions staff make are good and support children's learning. Indoors, staff promote children's language and communication through these interactions. As children build towers, staff encourage the children to count how many blocks. Staff use terms such as 'wobble' to describe the tower as children anticipate it will fall. Again, proactive staff introduce children to both two-dimensional and three-dimensional shapes and as a result children are able to understand the term cube as well as square. Children's more solitary play is promoted very well. Staff watch over as a child sits in the role-play area at the dressing table; she brushes the doll's hair and uses a variety of resources, such as combs, slides and a hairdryer as she plays. A staff member speaks to her to reassure herself that the child is content in her play and knows when to leave the child to continue in her imaginary role.

During group times children separate into three groups based on their ability. With the staff the children look at a bee's nest that a parent has brought in as part of the pre-school topic of homes. Staff are able to talk to the children about honeycomb and explain that bees make honey. Children offer their suggestions that bees may sting and that they make a buzzing sound. Later children look at a caterpillar in its cocoon. They learn that soon it will develop in to a butterfly. The activities are extended well. For example, after children have observed these creatures and looked at props which staff provide, they are surprised to learn that a butterfly has four wings. The planning and teaching for these activities are managed very well. However, there are fewer opportunities for children to see written words complemented by props or pictures to further extend their understanding and enhance their learning..

The nursery provides parents with individual journals of their children's learning. Staff make accurate and regular observations on the children and use these in their assessments of children's progress and in determining children's next steps. The manager oversees and monitors children's journals and therefore has herself, a good knowledge of the progress children make at the pre-school. This progress is shared regularly with parents, which fully supports consistency in children's learning and development.

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

The pre-school staff are positive role models and demonstrate a warm and caring approach. As a result, children are happy and content in their care and show they feel emotionally secure. Staff know the children well. They demonstrate how their daily practice focuses on children's safety and well-being in helping children to become as independent as possible. Effective settling in procedures means that children soon develop

their confidence at the pre-school. Children are keen to choose their play during the day and understand staff expectations and their routines. They behave very well and play alongside each other happily.

There is good practice to promote children's independent toileting and self-care skills. Appropriate practice is followed for nappy changes and in supporting those children who are toilet training. Staff are supportive in promoting children's growing understanding of how to keep themselves safe and healthy. They give timely reminders to children about their safety when playing, sitting carefully and using scissors correctly. An all-weather safety surface outside promotes children's well-being as they play physically on bicycles or scooters for example. Children understand the importance of washing their hands after outdoor play and prior to eating.

The nursery provides nutritious snacks and staff understand and adhere to children's dietary needs, allergies and preferences. Children choose their snack and pour their drinks, which promotes their independence. Staff sit with the children as they eat so that time is spent allowing children to reflect on their play during the day and to socialise and talk with their friends. Children are offered a lunchtime session, for which parents provide lunch. Staff encourage parents to provide healthy and nutritious lunches.

All children have regular access to the outdoors and therefore benefit from fresh air and exercise throughout the day. They enjoy a very broad range of activities that offer a successful mix of child-led play and adult-focused activities. For example, children join staff to make a creation of their house. Children are encouraged to select their paper and to use simple tools such as scissors and glue sticks. Children decide with confidence where to add their doors and windows and are eager to tell staff that the shape they cut is a triangle and that this triangle will be the roof. As children mould dough, staff ask children what they are making. On hearing that a child is making a pizza, the staff member talks about toppings for the pizza, prompting children to give consideration to the activities they enjoyed the day earlier. Children are therefore able to express that they can remember trying a range of different fruits, some more common than others. Children explain that they tried passion fruit but preferred the water melon, but that they will have pineapple on their pizza. In another activity, children's confidence and physical skills are promoted effectively. Following on from discussions about bees, children make honey sandwiches to take home. They confidently spread butter and honey with a knife. Staff expertly take time to recall children's awareness of safety as they select their plastic knives.

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

The leadership and management of the nursery are effective. The manager uses her skills and experience to motivate her staff in order to maintain the highest level of achievement for children, and the partnerships with children's parents. Working closely with the owner, she has been able to enable staff to continuously improve practice since their last inspection. The pre-school team are confident to acknowledge their strengths and demonstrate their priorities to maintain the improvements they have made, while

continuing to drive future improvement. Their future plans include further mentoring and peer observations, further training for staff and implementing an online system for recording children's assessments and observations. The views of parents, children and staff support how the nursery is aware of the strengths and plans for future improvement.

Recruitment, induction, training and supervision are given high priority. The manager has clear procedures in place to check that those working with children are, and remain, suitable to do so. Staff morale is very high and staff have positive relationships with one another. Their deployment is effective in meeting the needs of the children attending. Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. All staff complete safeguarding children training. They are confident to acknowledge their responsibilities in relation to child protection; they are aware of the procedures to take to protect children. All the staff working with the children hold a recognised first aid qualification.

The pre-school manager implements robust policies and procedures, which staff adhere to throughout the day. These policies and procedures have been reviewed since the last inspection. Staff share these with parents so that they understand the procedures that support children's health and safety. Risk assessments of the environment, and ongoing daily checks both indoors and outside, promote children's safety and well-being well. There are assessments for specific activities, outings and individual children, where necessary, to further support health and safety within the pre-school. Staff securely manage the procedures for recording incidents, accidents and medication as required.

Staff have a thorough understanding of the learning and development requirements for the Early Years Foundation Stage. They demonstrate a very good understanding of children's backgrounds and interests, which they gain through their discussions with parents and children's profile records. They are very confident to interact and engage with children during activities. Therefore, staff are able to extend and enhance children's learning through their teaching skills. Staff encourage and invite parents to be part of children's learning, share in planning and meet with them to discuss children's progress. Staff make timely and accurate observations for children and can quickly identify children's needs. They are confident to instigate additional support for children when and if needed and there are well-established systems in place with other professionals who share the care of some of the children attending. Good support is offered to those children speaking English as an additional language, to promote their home language and acquire skills for speaking English. Consequently, this means that all children are supported well to make progress in relation to their starting points and be ready for the next stage of their learning.

Partnerships with local feeder schools are well established. At the inspection children were keen to tell staff about their visits to school and who their teacher will be. Partnerships with parents are positive. Parents state that their children are happy to attend and that they enjoy a broad range of activities and play. Parents highlight that staff are approachable and supportive and that their children are sociable and eager to attend. Partnerships with parents are embedded through daily feedback, key person meetings to discuss children's progress, newsletters, sharing planning, scrap books and photo albums. Displays also that show what children do, and provide information about the areas of

learning and how staff support these at the pre-school. The pre-school invites parents to offer their views and suggestions through questionnaires.

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	EY457207
Local authority	Buckinghamshire
Inspection number	967635
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	55
Name of provider	Sylvia Anne Robinson
Date of previous inspection	06/03/2014
Telephone number	01296427861

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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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