

# Castlethorpe Pre-School

The Village Hall, North Street, Castlethorpe, Milton Keynes, Buckinghamshire, MK19 7EW

<b>Inspection date</b>	20/11/2014
Previous inspection date	31/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 enthusiastic staff team provide interesting and stimulating activities, which capture the children's interest and, therefore, they make good progress in their learning.
- The pre-school is well led and managed, and the staff are fully aware of their role and responsibilities to support the safety and well-being of the children.
- Children enjoy learning outdoors because staff provide interesting and imaginative play opportunities out there.
- The pre-school staff work very effectively in partnership with parents and others, and they are keen to further develop the service they offer to children and their families.

### It is not yet outstanding because

- The staff miss some opportunities to further develop children's existing good literacy skills as there is no inviting area for children to sit and look at books.
- The staff do not fully enhance the children's make-believe play by offering a wide range of real resources to further ignite their imaginations.

## 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 activities in the main hall and garden.
- The inspector had discussions with children, parents, grandparents and staff.
- 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

Castlethorpe Pre-school registered in 1974 and it is a committee run group. It operates from the village hall in Castlethorpe, Milton Keynes. There is access to a main hall and a secure outdoor play area. The pre-school provides a service for children from the local community and it is open each weekday from 9.15am to 12.15pm, during school term times only. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 13 children on roll and they 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 two full-time staff and three part-time members of staff. Of these, four staff hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- provide real life resources in the imaginative play area, such as food packaging, telephones and cooking utensils, to further enhance children's good imagination and creativity
  
- create a more inviting book corner so that the children are encouraged to look at books more frequently to further their good literacy skills.

### Inspection judgements

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

This small and friendly pre-school offers a nurturing and positive start for young children. Children thoroughly enjoy coming to their pre-school because they have fun and experience memorable learning activities, both indoors and outdoors. Children make good progress because staff plan activities suitable for their age and stage of development, and to encourage their individual interests. Staff are fully aware of all children's starting points and know the children really well. Careful observations mean that staff plan children's next steps for learning effectively. The pre-school makes good use of the space available and staff create a fun learning environment where children can help themselves to good quality toys and resources. As a result, children are active and independent learners.

Children develop good communication, language and literacy skills. They have a strong sense of belonging. They find their name card to peg on the line when they self-register

and they see their attractive family photograph books prominently displayed at their level. Staff constantly reassure and encourage children, which increases their self-confidence and ignites their desire to learn. They are skilled in asking questions that encourage children to think for themselves, and they learn through developing their own ideas. For example, during the inspection, a group of children were engaged in make-believe play and they decided to use big brushes to wash the walls of the castle. Children have many good opportunities to practise their early writing, both in and outdoors, for instance, as they make patterns in paint and use chalks and clip boards to make meaningful marks. Children enjoy stories and take books home to read with their parents. Staff also make-up story sacks with props to encourage their further interest. However, the book corner lacks warmth and interest to entice the children to look at book independently during the session.

Staff teach children about colour, number, shape, size and measurement. During the inspection, children spent time problem solving as they filled and emptied containers with water to pour down the guttering. They estimated how much water they needed to disperse the conkers they had placed at the bottom of the guttering. Children also enjoyed using the number song and rhyme bags, which staff sat and explored with them. They encouraged children to talk about what they found in the bag, to count and sing the song, using the props, to further support their understanding. During cooking activities children weigh ingredients, and many activities involve counting, sorting and matching various objects. Children also build with a wide range of construction toys and develop their own ideas. For example, as they make a dinosaur land, which also develops their small-muscle skills and their imaginations. Children enjoy using their imagination as they are involved in make-believe play. However, at times, staff miss some opportunities to extend their imagination further by providing a range of real resources such as food packaging, telephones and cooking utensils.

Staff plan very good opportunities for children to explore and discover the world in which they live. They have fun climbing up in to a big truck, which a parent provided for them. In addition, when celebrating the year of the horse, for Chinese New Year, a pony came to visit them in the pre-school. Children also celebrate other festivals, such as Harvest when they visit the village Church. They learn about living things as they plant and care for bulbs and vegetables in the garden, and they explore their local environment and watch the farmer shearing the sheep. Staff teach children about technology and they find out how things work as they use tablets, telephones and programmable toys. At the end of their morning, children excitedly recall and talk about what they have done that day. In this caring pre-school, children experience worthwhile learning experiences, which prepare them well for their future education.

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

Staff focus on children having as positive an experience as possible when they separate from their parents and settle in to pre-school. Staffs' flexible and nurturing approach sometimes results in offering home visits to facilitate this process. Each child has a key person who is responsible for coordinating their care and education, and developing

relationships with their carers. Children are very happy and highly involved in the activities in their pre-school, because of the initial emphasis placed on their emotional well-being. They are well-behaved, and talk about and learn the 'golden rules' for acceptable behaviour, such as 'walking feet' and 'listening ears'. Staff use praise and encouragement to boost their self-esteem so they feel good about themselves.

Staff teach children why it is important to lead healthy lives as they join in cooking activities, and discuss healthy foods and hand washing routines before snack time. Children develop good independence skills as they manage bathroom routines, and choose to use paper towels or the hand-blower to dry their hands. Furthermore, they use the tongs to pick up their chosen fruit, crisps and crackers, and they pour their drinks of milk or water.

Staff encourage children to be active and understand the benefits of physical activity. They move their bodies in a variety of ways as they join in music and movement sessions and use a variety of equipment in the garden. Staff teach children to keep themselves safe when the local community police visit with their van and talk to the children about road safety. Staff also remind children of the 'golden rules' to keep themselves safe in their pre-school environment. This helps to prepare them for moving on to school. Staff take necessary steps to prevent the spread of infection, for instance, children do not attend when they are sick. All staff have attended first-aid training to further promote children's welfare, and accurate record keeping is maintained for accidents and the administration of medication. Therefore, the staff successfully promotes the well-being of the children.

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

The dedicated manager and staff team work effectively together to provide a good service for young children and their families. The well-organised manager maintains good standards of childcare throughout the pre-school. Clear and robust procedures are in place for the recruitment of staff because the nominated person of the committee has a good understanding of her role and responsibilities. She oversees the completion of required checks for committee members and staff employed in the pre-school to safeguard the children. The manager ensures staffs' ongoing suitability through the effective induction program, staff appraisals and meetings, and she observes teaching practices. Furthermore, systems are in place in the event of a member of staff underperforming. Arrangements for safeguarding children are secure and well managed, and the staff are fully aware of the necessary steps to take should any concerns arise. Children's safety and security is highly prioritised, and good quality risk assessments eliminate risks. The pre-school's committee, manager and staff work effectively as a dedicated team to provide good quality care and education for children.

The staff reflect on their practice as part of their self-evaluation and they identify strengths and monitor any areas for further development. For example, the pre-school is currently further developing the existing good outdoor play area for children. The manager is very pro-active in ensuring that she involves staff, parents and children when identifying

strengths and areas for improvement. Parents' questionnaire responses are acted upon to further enhance staff practice. In addition, the manager fully supports continuous professional development and regular training opportunities for all staff to help them learn new skills, and keep up to date with changes to improve the practice. Innovative practice, and the desire to do better, confirms the pre-school's capacity to improve in the future.

The manager has a good understanding of the learning and development requirements. She implements effective planning and assessment procedures, which monitor and highlight each child's next steps for learning. Staff have very good links with other professionals and they seek and refer parents for specialist advice when required. Parents are particularly complimentary about staffs' ability to highlight possible gaps in learning at the progress check for two-year-old children. Staff extend their skills to further support children in the setting, for instance, by using sign language to support early communication skills. Children with English as an additional language make equally good progress because staff work closely with parents and ask for key words in their child's first language. Children are well-prepared for school, and staff have established good links with the local village school and other schools children may attend. Children visit the school and their teachers come to spend time with them in the pre-school so they become familiar to the children and vice versa. Also, staff encourage children to dress up in their school uniform and to talk about their future move to school.

Staffs' strong emphasis on partnership working with parents and carers means that parents are well-informed about the pre-school's activities. For example, parents receive a weekly email and newsletters, and complete contract and consent forms. The pre-school is highly thought of within the local community. Discussions with parents and grandparents indicate they are very happy with their children's care and learning. The pre-school's committee, manager and staff work effectively as a dedicated team to provide good quality care and education for children.

### **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. 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

<b>Unique reference number</b>	141823
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	843098
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Castlethorpe Pre-School Committee
<b>Date of previous inspection</b>	31/10/2011
<b>Telephone number</b>	07749999361

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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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