

Barley Hurst Park Pre-School

Barleyhurst Park School, Forfar Drive, Hertford Place, Bletchley, MILTON KEYNES, MK3 7HE

Inspection date	01/12/2014
Previous inspection date	26/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff use their good understanding of how children learn to effectively promote children's learning across all areas. As a result, all children make good progress in their learning and development from their starting points.
- There is very strong focus on partnership working in the pre-school, and this leads to excellent partnership working with other professionals and parents. This is particularly beneficial for children with Special educational needs and or disabilities.
- Staff support children to settle quickly in the pre-school, because they are thorough in their preparation for making sure that they are ready for each child when they start.
- The leadership team and staff appropriately implement the pre-school's policies and procedures to safeguard children and to promote their welfare. This enables children to play in a safe and secure environment, where they relax and engage in fun and exciting activities.

It is not yet outstanding because

- Key persons do not yet consistently share information about their key children's next step for learning with all other staff, to further extend children's already good progress.
- Staff, on occasion, miss opportunities to enhance and challenge children's learning further, particularly during large group activities.

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 children's activities indoors and outdoors, and spoke with staff and children.
- The inspector tracked children in the pre-school, reviewed their records, looked at a sample of documentation and carried out joint observations with the manager.
- The inspector reviewed qualifications, recruitment and suitability information with the manager.
- The inspector held discussions with the manager, play leader and parents.
- The inspector completed a joint observation with the manager.

Inspector

Cordalee Harrison

Full report

Information about the setting

Barley Hurst Park Pre-school registered in 2009. It is one of two run by the same committee and manager. It is registered on the Early Years Register. The pre-school is situated on the site of Barley Hurst Park School in Bletchley, Milton Keynes, in Buckinghamshire. The pre-school operates from two rooms, with an adjoining bathroom, and they have a fully enclosed outside play area. There are currently 58 children on roll, and they are all in the early years age group. The pre-school is open each weekday from 8.45am to 11.45am, and from 12.30pm to 3.30pm, during term time. The pre-school supports children with learning difficulties and/or disabilities. The pre-school employs seven staff and they all have appropriate early years childcare qualifications.

What the setting needs to do to improve further

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

- enhance how staff share information with each other about key children's next steps for learning to help all staff to consistently support all children to make rapid progress in their learning from their starting points
- further develop staff's questioning techniques to enhance how they extend and challenge children's learning, particularly in large group activities.

Inspection judgements

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

Children make good progress in their learning and development because staff effectively implements the pre-school's systems for planning, observation, tracking and monitoring them. This enables staff to routinely provide good quality learning opportunities for children who are at differing stages of their development. The staff deliver a wide range of activities that cover all areas of learning. Staff generally tailor children's learning to their needs and, overall, this supports children well to sustain their good progress. However, on occasion, staff do not share precise information about their key children's next steps for learning to make sure that they all continuously extend children's already good progress. The activities that staff provide for children are interesting and engaging. Children play freely indoors and outdoors, and take an active role in leading their learning.

The outdoor classroom is particularly inviting, and during the inspection most children spend considerable time using it. For example, children showed that they are developing wider friendship groups as they played games together. They are learning to use mathematical concepts in a meaningful context as they play games that help them to tell

the time. Children show that they are learning about speed and space as they manoeuvre their vehicles, and avoid obstacles. Children are learning to take control of their play. For example, they extend their game with the use of the traffic lights. This shows that they are extending their learning and building on their own experiences. This also helps children use their pretend play to consolidate their understanding of road safety.

Staff are generally very perceptive of children's needs. For example, they quickly change the learning environment to build on children's current interests. For example, during the inspection staff supported a small group of children to extend their interest in the book they chose, by extending it through painting. Staff helped the children to look carefully at the book, and to recreate what they see. Staff used this literacy activity to extend children learning across several other areas. For example, they engage with the children in meaningful conversation and this encourages children to put their thoughts into words. This also helped children to maintain their focus and increase their concentration skills. Staff extend children's vocabulary, and their use of mathematical language, as they talk about the shapes that they are drawing. Staff seamlessly help children to practise their early writing skills during these interactions.

Children enjoy playing outdoors and staff make very good use of the well-resourced outdoor classroom. For example, staff helped children to experiment and get messy, as they mix paint outside. Staff successfully use the garden to help children to consolidate their understanding of the natural world and healthy lifestyles. For example, staff helped children to grow some fruits and vegetables, as well as, to learn about the bugs and insects that live in the garden. These activities help children to understand about time and the seasons. For example, children learn that the strawberries are ready to eat in the summer and the beetroots are ready in the winter. Staff are helping children to learn about how some of the foods they eat are grown, increasing their awareness of lifestyles.

Children use a range of tools in their activities. For example, during pretend play they use hammers and a saw, and they use scissors, tape and glue for their creative work. During the inspection, staff helped the children to learn how to use tools safely and for their intended purpose, such as how to use the utensils for serving their food. Some children know that they use these utensils to prevent germs from getting on to their food from their hands. Staff support children to learn, and use large and small group activities to extend this. During the inspection, staff led a large group story session and they worked well together to help the children to listen and pay attention. However, during this session staff did not take the time to extend children's learning further. For example, they did not use meaningful explanations or questions to challenge the more able children to think, respond and consolidate their learning.

Staff work closely with parents, and make use of information that other professionals provide, to carefully complete the progress check for two-year-old children when they are due. The leadership team reviews the checks to ensure that the summary reports they share with parents are accurate. This provides parents with reliable information about what their children can do and their next step for learning. All of the children who attend the pre-school are making good progress in their learning and develop the skills they will need for their future learning, and their readiness for school.

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

The leadership team is meticulous in its preparation for children arrival at pre-school. They carry out home visits to every child and they have meaningful discussions with parents. Visits such as these help the leadership team to meet the child in their home environment. Additionally, the team uses this opportunity to communicate to parents their high expectations for their children's learning and development. These visits help staff to get clear and specific information which they use to plan for children's arrival. Staff gain useful information about children's backgrounds and parents expectation for their children. Key person's work closely with parents to begin to identify children's starting points. Staff develop better understanding of each child's individual stage of development when they review the information from parents, use their observations and details from other professionals alongside published child development guidance. This helps staff to clearly identify what children can do, and engages parents in the identification and planning of children's next steps for learning. Staff nurture children very well, and this helps children to build secure emotional attachments with them. Staff meet children's individual needs with caring and positive attitudes, and this helps children to settle very quickly in the pre-school.

The leadership team places a very strong emphasis on equality for every child, and communicates this effectively to all staff. Partnerships with external agencies are extremely well developed and are a strong feature of this pre-school practice. This enables staff to liaise successfully with parents and other professionals who engage with the children. The leadership team is extremely proactive in making sure that the correct strategies are in place for children with special educational needs and/or disabilities. The leadership team and staff achieve excellent joint working to promote children's welfare and well-being. For example, they make it possible for other professionals to visit children in the pre-school and to work with staff to help children to achieve and sustain good progress from their starting points. The pre-school team support children's move from pre-school to school extremely well. For example, staff work with local foundation class teachers to provide continued support for these children where necessary.

The pre-school makes very good use of its resources to promote all children's learning and development. Staff help children to learn about different ways to promote healthy lifestyles. They involve children in the preparation of fruits for snack time. Through regular routines, children remember good hygiene habits, such as to wash hands after playing outdoors and before eating. Resources, such as tissues and coat pegs, are accessible to children and help them to start to take some responsibility for their self-care. For example, children who are able wipe their noses and some children put on their coats before going out to play. Many children use the toilet independently, and staff support others to do so. Staff take good care of children's personal and hygiene needs. Staff are helping children to progress from nappies to using the toilet independently in preparation for the next stage in their learning.

Staff support children very well to learn right from wrong, and they fully engage with parents to achieve consistency in managing behaviour with parents. Staff understands

very well the developmental stages of the children in the pre-school and this helps them to engage children using positive methods for behaviour, that are in keeping with individual children's understanding. For example, staff help children to understand when their behaviour is unwanted and why, and this helps them to check and consider their own actions. Children are learning to behave well, the positive way in which they engage with others helps to create a calm environment where all children feel included. This promotes their future skills and their readiness for school very well.

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

Overall, the leadership team makes effective arrangements to consistently deliver the learning and development requirements to a good standard. There are established systems in place for the tracking and monitoring of children's progress. The leadership team supervises staff effectively and routinely reviews staff's practices. This helps to make sure that all staff implement planning, observations, tracking and monitoring of children's progress effectively. Consequently, children make good progress from their starting points.

The leadership team maintains a safe environment for children by making sure that all staff and students who engage with the children in pre-school are suitable to do so. For example, the recruitment procedure is robust and is based on safer recruitment practices. The induction procedure is thorough and staff know their responsibility to keep children safe. Staff base their practices on the pre-school policies and procedures. This helps them to achieve a coherent and consistent team approach to promote children's welfare and well-being.

Staff are alert to children's needs and they supervise children closely. They know what to do if concerns arise about children's well-being. The leadership team is very experienced at working with other agencies who have the overall responsibilities for safeguarding and child protection. Each day staff make effective use of risk assessment checks to create and maintain safe environments for children. This allows children to take some risk in a controlled environment. For example, children can make full use a range of resources in the garden because the area has been assessed for potential hazards, is safe and staff supervise the children continuously. The leadership team effectively manages the implementation of documentation, such as the policies and records for the smooth running of the pre-school. The leadership team updates the policies regularly and this ensures that they reflect staff's current practice. Records pertaining to children individually, and as a group, are in place. They include the required information and are securely stored to maintain confidentiality.

The leadership team takes a systematic approach to self-evaluation. For example, they take account of the views of staff, parents and children. Additionally, they gain feedback from local foundation class teachers, and use the information to further strengthen the educational programmes to support children's school readiness. For example, staff use the information from these sources to improve the provision for children's mathematical development. The pre-school takes effective measures to drive improvement for the

benefit of the children. For example, the pre-school leader is now gained a level 5 childcare qualification and there is a well-qualified special educational needs coordinator in place. This provides additional support to make sure that all staff are capable of meeting the differencing needs of the children. Parents state that they are very pleased with the progress that children make. Parents state that the staff are very approachable and that they give children the best care. Several parents speak positively of their children's growing social, communication and language skills.

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	EY396533
Local authority	Milton Keynes
Inspection number	830731
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	58
Name of provider	Barleyhurst Park Pre-School Committee
Date of previous inspection	26/11/2009
Telephone number	07973229012

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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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