

Buckingham Pre-School Playgroup

Buckingham Cricket Club, Bourton Road, Buckingham, Buckinghamshire, MK18 1BG

Inspection date

03/12/2014

Previous inspection date

22/04/2009

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

- There is continuity between the systems for planning, delivery, observation and tracking the educational programmes. Consequently, staff support children to make good progress from their starting points.
- Staff positively engage with children, and are kind and considerate with them. This supports children well, and helps them to relax and enjoy their time in pre-school.
- Staff continuously assess and manage potential risks to children. This allows children to play freely in safe and secure environments.
- The leadership teams effectively manage the pre-school, this ensures safe arrangements are in place for children and partnership working is good.

It is not yet outstanding because

- Staff, on occasion, miss some opportunities to capitalise on children's ideas and use these creatively to precisely tailor children's learning.
- Staff are not consistent helping children to learn that it is important to take care of, and respect, the resources they use.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector tracked children in the pre-school, and reviewed assessment records and activity plans.
- The inspector reviewed qualification, recruitment and suitability information with the manager and the nominated individual.
- The inspector spoke with parents, reviewed documentation and discussed self-evaluation with the manager and the nominated individual.

Inspector

Cordalee Harrison

Full report

Information about the setting

Buckingham Pre-School Playgroup opened over 40 years ago and was re-registered in its current location in 2005. The pre-school operates from the cricket pavilion in the town of Buckingham, in Buckinghamshire. A committee of volunteers manages the pre-school. The premises are comprised of a main hall, kitchen, washing and toilet facilities, and cloakrooms. Children also have access to an enclosed outdoor area each day. The pre-school opens weekdays from 9am until 3pm, term times only. Currently, there are 40 children on roll, all of whom are in the early years age range. The pre-school receives funding for provision of free early education for children aged two, three and four. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school employs six members of staff, and they all hold relevant childcare qualifications, and of these one member of staff holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- help staff to become more creative at using older children's spontaneous ideas to further extend children learning to help individual and groups of children to make even better progress in learning and development
- review practices in the pre-school to help children to learn how to care for their resources and to understand why it is important for them to do so.

Inspection judgements

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

Through consistent planning and effective team working between staff children are provided with interesting learning experiences. Staff provide the children with challenges that keeps them motivated and interested in learning. For example, the group story time was very well planned and extremely well resourced. For example, it enabled children to think and talk about their feelings and emotions, and helped them to think about the needs of a new baby. Staff challenged children to think and speak, and this increases children's confidence to speak out in large groups. For example, during the inspection children explained their understanding of the differences between a stable and a hotel. The well-timed activity helped the children to build on past learning experiences and to consider cultural practices that are different to their own. For example, during the inspection, the children tested their senses as they touch and smell herbs that are also learning about through the story. Children's engagement shows that they are able to listen

and concentrate, and staff recognised and praised the children's good behaviour. This helps children to understand when they do well. Staff identify clear learning intentions for planned activities and they resource these activities well.

The quality of teaching is good, and staff use the systems for planning, observing effectively to prioritise individual children's learning intentions when they lead activities. However, staff are not always effective at helping children to develop their spontaneous ideas, to extend and enhance their learning. For example, during the inspection, children put forward their ideas about an activity. However, staff do not consistently supply children with additional knowledge or ideas to help children develop their ideas into rich imaginative experiences. Even so, all children are working comfortably within their typical range of development for their age and stage, and in consideration to their starting points. For example, staff support younger children in one-to-one and smaller group activities. This allows these children to develop their confidence to speak and explore activities, either individually or together. Staff sit down at the children's level and introduce words to increase their vocabulary, this builds children's confidence to speak and listen. Staff's good nurturing of young children helps to build their confidence to explore the environment and make purposeful choices about play.

Staff plan well for the use of the outdoor area. It is an inviting and well-equipped area. Staff make good use of the outdoor resources to support children's learning as they play outdoors. As a result, there are many opportunities for children, who learn in different ways, to play and extend their individual learning. For example, during the inspection, children got plenty of fresh air and physical exercise as they built and constructed, and rode their toy vehicles. Children cooperated with others, and this enabled them all to play together and achieve a feeling of inclusion. Staff plan well to develop children's awareness of mathematical concepts. For example, during the inspection children use resources, such as construction sets, sand and water, to weigh, measure and look at numbers as they play skittles. Additionally, there are many numbers displayed in the pre-school room and outside. Children expressed their creativity as they paint and draw, and use pencils. Some children mould and cut dough, and create changes in the dough using tools, such as scissors. Children enjoy making and listening to music.

Children use a wide range of good quality books. The well-equipped environment encourages children explore and learn freely. Children make good progress from their starting points and are learning the skills they will need for their future learning, and in readiness for their entry to school. The leadership team is clear about the requirement to carry out the assessment for children aged between two and three years. Staff have completed these reports in a timely fashion and shared a written summary of them with parents. The pre-school manager supervises and reviews the completion of these records to make sure that the summary report that the leadership team shares with parents are accurate.

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

Staff are pro-active at promoting children's well-being. They are sensitive to the needs of individual children, and develop positive relationships with them and their parents. Staff work extremely closely with parents because they understand some children settle more quickly than others. For example, they make familiar items available to children to use and they reassure children of their parents' return with kind words. Staff do all that is necessary to comfort children and help them to settle quickly. For example, during the inspection, they made sure the toy cars and a chute were available near to the gate, to engage a specific child. Additionally, they reassure children of their parents return with kind words and gently encouragement. They explain to parents how their children feel and work with them to make sure that together they make the best arrangements for individual children. The positive personal care that key persons provide helps children to feel secure. As a consequence, children settle well over time and enjoy attending pre-school.

The key-person system is well established and parents know the individuals who are allocated as their child's special person. Parents state that they find all of the staff approachable and knowledgeable, and know who to speak to directly about their children. The staff team makes effective use of information about children's starting points. Staff plan well for individual children, and they make sure that all children have good quality learning and developmental experiences that are in keeping with their expected developmental stage. Staff deployment in the pre-school is effective to meet the needs of the children. Staff engage purposefully with children and they supervise children's play well both indoors and outdoors. The pre-school environment is welcoming to children, and staff act as positive role model to children, As a result, children behave well and this enables children, who are at different stages of development, to play freely together. The pre-school staff achieve equality and inclusion well, because they make every child feel welcomed and valued.

Staff are pro-active to promote children's well-being. They are sensitive to the needs of individual children and develop positive relationships with children and their parents. Staff work extremely closely with parents Staff provide children with positive images of people in society, including cultural diversity and disabilities. They extend children's activities to help them understand about different cultural celebrations and communities. Overall, staff make good use of the pre-school resources to support children's learning, and they encourage children to use many of the pre-school's resources independently. However, it is not common practice for staff to help children to learn to take proper care of their resources. For example, during the inspection, at tidy up time all of the children help to put items away where they belong. However, it is not general practice for children to tidy items away when they have finished using them. Consequently, at times, this gives the pre-school an untidy appearance. This practice does not help children to develop a full understanding about hazards that can cause them to slip and trip, and this lessens their understanding of personal safety.

Staff take good care of children's health and personal care needs. Many practices in the pre-school help children to promote their understanding of different aspects of healthy lifestyles. For example, staff support parents to provide balanced and nutritious packed lunches for all children. Children learn to make healthy choices about snacks as they choose from a variety of fresh fruits each day. Children spend as much time as they like

playing outdoors, which promotes their good health. Children are learning about good hygiene practices through consistent routines, such as hand washing. The staff support children well to progress from nappies to using the toilet. Older children are beginning to take some responsibilities for tasks that are in their capabilities. For example, during the inspection, some older children wash their hands independently and they explain that they do so to get rid of germs. The use of safe equipment and regular practising of the evacuation procedure raise children's awareness of some aspects of personal safety. In addition to this, staff routinely plan activities to promote children's understanding of road safety. Children are also learning how to use tools safely. For example, they know that they are to sit down when using scissors to keep themselves and their friends safe. Overall, staff are supporting children well to use their physical development to promote their self-care skills. This is also a skill that will help them in readiness for school.

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

The leadership team effectively implements the pre-school's well-considered policies and procedures. Staff make good use of these to provide good quality learning and developmental opportunities for children, as well as to safeguard and promote children's welfare consistently well. The leadership team and staff demonstrate a secure awareness of their roles and responsibilities in relation to the requirements for of the Early Years Foundation Stage. Staff makes effective use of the systems for tracking and monitoring children to support children's ongoing progress. Overall, the quality of teaching is good. As a consequence, staff are supporting children well to make good progress from their starting points in readiness for school.

The leadership team implement the practices for safeguarding and welfare effectively. They ensure that the pre-school policies and procedures are familiar to all staff. For example, Staff have secure understanding of different aspects of safeguarding, such as child protection and risk assessment checks. Staff are very familiar with the pre-school's policies and procedures and use them to guide their practices daily. For example, staff know what to do if they have concerns about children's well-being. They take account of internal and external communication, and they know when to use guidance, such as the procedure for whistle blowing.

The recruitment procedure is robust and all staff are vetted through the Disclosure and Barring Service procedures. In addition, all staff receive a full induction. There is ongoing support for staff. This includes training and mentoring, staff meetings and annual appraisals. All staff have completed core training, such as safeguarding, first aid and safer food handling training. Staff in the pre-school effectively assess areas of the environment to identify and address risks to children. As a result, the pre-school is safe and secure for children to use.

Staff in the pre-school manage documentation that is required efficiently and this helps to safeguard children. For example, children's record forms are in place, along with attendance records for staff, children and visitors. The leadership is striving for

improvement and they involve staff, parents and children in the evaluation of the pre-school practices. For example, following feedback for parents the leadership teams now ensures that every parent gets up-to-date information about the different areas of learning. Parents state that they find this information useful. It helps them to make informed decisions about their childcare placements. As well as providing them with useful information about how children learn in the early years. Parents further add that the information that key persons provide helps them to extend their children's learning at home. Parents state that they are very happy with the arrangements for children's learning and care. The leadership team demonstrates a strong drive to make continual improvements. For example, to strengthen the quality of teaching in the preschool team the leadership team has recently employed a qualified teacher. Additionally, there are strong links with the local foundation stage teachers. Input from the local foundation class teachers help staff to begin to use the same methods for teaching and learning. For example, they are using the same methods that the local primary school teachers use to teach literacy, and to support children's early reading in the pre-school.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY299049
Local authority	Buckinghamshire
Inspection number	837667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	40
Name of provider	Buckingham Pre-School Playgroup Committee
Date of previous inspection	22/04/2009
Telephone number	01280 816228

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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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