

# Deanshanger Village Pre-School



Community Centre, Little London, Deanshanger, Milton Keynes, MK19 6HT

## Inspection date

23 March 2015

Previous inspection date

8 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff and the management committee now work well together and are committed to improving the setting. They competently evaluate their work and efficiently plan and implement changes. This good organisation has enabled them to raise the standard of their practice and thus significantly improve the provision for children.
- Children make good progress because staff use effective teaching techniques. They encourage children to explore and try new activities. As a result, children are confident and keen to learn. This prepares them well for the move to school.
- Staff support parents well in extending their children's learning. They offer practical ideas and provide resources to use at home.
- The manager supports staff in attending training and putting their new knowledge into practice. Following a recent course, staff now offer children more opportunities to express themselves through creative sensory activities.
- Staff make very good use of all opportunities for children to learn that writing has a purpose. For example, children address envelopes and write the snack menu.
- Staff and committee members have improved the safeguarding procedures. They attend training and ensure that they promote children's welfare in all areas.

### It is not yet outstanding because:

- Practitioners do not always make maximum use of updates from all parents about their children's progress at home.
- Staff sometimes carry out tasks for children and so do not always promote their independence to the full extent.

## What the setting needs to do to improve further

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

- extend the opportunities for all parents to provide updated information about their child's progress at home, using this to enrich the activity planning
- promote children's independence further by enabling them to carry out more of the daily tasks for themselves.

### Inspection activities

- The inspector observed activities in the main room and the outside area.
- The inspector held meetings with the manager of the provision and the nominated person and carried out a joint observation with the manager.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the suitability of committee members, the provider's self-evaluation information and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Kelly Eyre

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff diligently observe children's progress. Improved procedures mean they have time to assess this information well and use it to inform their planning. This ensures that group times are now well organised and staff offer children a wide range of activities, that are linked to their interests and needs. However, they do not always have a full picture of all children's progress at home. This means that children's development is not promoted to the optimum. Staff build on what children know and offer them creative opportunities to experiment. For example, children enjoy making cakes. They independently explore the ingredients they have used, combining these and noting the changing textures. Staff extend this further and children become engrossed as they explore pots, pans and kitchen equipment outside. Staff provide good quality one-to-one support with children who have special educational needs and/or disabilities. Children benefit from this and develop their skills in concentration and interaction.

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

Staff have a good understanding of each child. As a result, children settle well and quickly build trusting relationships with staff. Children develop good social skills as staff support them in sharing and working together. Consequently, children have a positive approach to their play and interactions and are emotionally secure in preparation for school. Improved procedures mean that children's health is consistently promoted. For example, each child has their own water container and staff make sure that children only drink from the correct one. Children pour their drinks at snack time, therefore, developing their independence. However, staff do not always promote this to the maximum. For example, they lift children out of ride-in cars, rather than showing them how to do this themselves. Staff support parents well in promoting children's development. They offer advice about developing children's speech, for example, by helping them to drink from cups, rather than bottles.

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

Staff and the management committee now have a good understanding of the Early Years Foundation Stage. They have taken positive action to address the weaknesses identified at the last inspection. These include significant improvements to the recruitment and induction processes, to ensure that all are suitable and clearly aware of their responsibilities. Further to this, they have implemented new committee procedures. This ensures that Ofsted is informed of all committee changes so that appropriate suitability checks are completed. Staff supervision has been vastly improved. Staff are now well supported in developing their practice and thereby improving the care and support they offer to children. The manager's robust monitoring means that any gaps in children's learning are addressed. For example, staff now offer younger children more support in developing their speech. The setting works well with other childcare providers. They exchange assessment information with childminders to ensure that children's development

is consistently promoted.

## Setting details

<b>Unique reference number</b>	EY380329
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	995795
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Deanshanger Village Pre-School Committee
<b>Date of previous inspection</b>	8 October 2014
<b>Telephone number</b>	01908263295

Deanshanger Village Pre-School was registered at its current premises in 2008. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and three hold qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 12.45pm until 3.45pm. There is an optional lunch club which runs between sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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