

TMA Helping Hands Pre-School

2 Church Hill, Two Mile Ash, Milton Keynes, Buckinghamshire, MK8 8EQ

Inspection date

29 April 2015

Previous inspection date

20 September 2010

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
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| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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 | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team's use of monitoring and mentoring is not effective in ensuring consistently good teaching. As a result, the quality of teaching is variable and not all children make the best possible progress.
- Adult-led activities are not always well planned. As a result, some activities lack focus and children lose interest and become distracted.
- The accuracy of the required written progress checks for two-year-olds is variable. Staff do not always ensure that children's strengths as well as any areas for concern are included. As a result, parents sometimes receive an unclear picture of their child's stage of development.

It has the following strengths

- Staff provide a clean, welcoming and safe environment for all children. They fully understand their responsibility to safeguard children and know what they must do if concerned about a child's welfare.
- Children learn about the benefits of a healthy lifestyle. They enjoy plenty of opportunities to be out in the fresh air and receive healthy and varied snacks.
- Staff understand the challenges young children face when learning to consider the needs of each other. They are patient and kind when helping children deal with their emotions. As a result, children learn to behave well and their self-confidence grows.
- Staff build beneficial relationships with other professionals to support children with additional needs. This enables parents and professionals to work together to support learning at home and at pre-school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the monitoring and mentoring of all staff to ensure all teaching is consistently good
- improve the planning of adult-led activities to ensure they provide appropriate challenge for all children
- ensure all progress checks for children at age two accurately identify both strengths and weaknesses of each child's stage of development in the prime areas

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke with staff about their understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records, staff qualifications and policies.

Inspector

Sarah Holley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children are generally happy and busy at the pre-school. Welcoming staff greet them as they arrive and they quickly find something to do. Staff ensure that children can easily find what they need because they organise some resources well. However, the quality of teaching is variable. Staff read to children in animated voices and ensure that all children can see the book. They help children balance and jump from large apparatus and teach about shape and size when playing with toy cars and ramps. At other times, the teaching is less effective. Children look confused by some of the questions staff ask, for example, 'What does grey look like?' Staff do not help more able children to accurately count when jumping through hoops. Staff do not always plan and organise adult-led activities well. They do not always consider their suitability for individual children or ensure that they have enough resources nearby. Most of the time, staff are attentive to the needs of children, although they are less involved in their play when outside. On the whole, children leave pre-school with the appropriate skills for a successful move to school.

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

Children's care needs are well met. Staff routinely check for hazards and children practise important self-help skills, such as putting on their own coats. Staff plan activities that help children learn how to express their emotions appropriately. As a result, children's behaviour is generally good. Staff are polite and courteous to each other and children learn about the benefits of these behaviours. Children and parents visit the pre-school and meet their key person before the children stay on their own. This helps to ensure that starting pre-school is a positive experience for all involved. Parents are very supportive of the pre-school and trust the staff to take good care of their children.

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

Leaders and managers understand the requirements of the Early Years Foundation Stage. The manager encourages staff to make the most of training opportunities to learn new skills. This helps to ensure that staff understand how young children learn, and has led to some improvements to the provision. For example, staff now provide quieter, cosy spaces for young children to explore. The manager has introduced a programme of regular supervisions for all staff. However, these are not currently sufficiently focused on raising the quality of the teaching and setting clear targets for improvements. Parents' views are sought when reviewing the quality of the provision and the manager tracks all children's progress. However, she does not identify when staff's assessments of progress are not accurate. For example, when staff have not taken account of children's use of their home language when assessing their speaking and listening skills.

Setting details

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| Unique reference number | 141824 |
| Local authority | Milton Keynes |
| Inspection number | 846577 |
| 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 | 51 |
| Name of provider | TMA Helping Hands Pre-School Committee |
| Date of previous inspection | 20 September 2010 |
| Telephone number | 07749 537718 |

Two Mile Ash Helping Hands Pre-school registered in 1999. It is open from 9.15am to 2.45pm on Monday, Wednesday and Friday, and from 9.15am to 12.15pm on Tuesday and Thursday, during term time only. The Pre-school receives funding to provide free early years education for children aged two, three and four. Of the ten members of staff employed, six hold relevant childcare qualifications at level 3.

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