

# Stoke Goldington Pre-school Playgroup

Village Hall, Stoke Goldington, Newport Pagnell, Buckinghamshire, MK16 8NP



## Inspection date

6 May 2015

Previous inspection date

14 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The staff provide a good range of stimulating resources and enticing activities throughout the day. This helps children make steady progress across all areas of learning. Those children who have special educational needs and/or disabilities are given effective ongoing support, which means any gaps in learning are closing.
- Children are happy and have close bonds with their key person. Staff are very caring and establish good relationships with children and families from the beginning.
- Staff use a range of assessment techniques that ensure continuous progression. They form accurate and precise targets, which appropriately challenge children's learning.
- The staff prepare children for their move to school and have built strong partnerships with local schools. The staff organise trips to the local primary school and teachers pay visits to the pre-school so children can familiarise themselves.
- A passionate management team has a programme of professional development that helps staff improve their own knowledge and understanding.

### It is not yet outstanding because:

- The set-up of the garden means staff are sometimes required to supervise activities that are spread out across a large area, rather than being able to engage with children and provide learning opportunities.
- Staff do not always share with parents precisely how children learn through thoughtfully planned activities, to promote continuous learning at home.

## What the setting needs to do to improve further

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

- review the way in which resources are set up outside to make it easier for staff to supervise and interact with children rather than having to monitor the use of equipment across a large, spread out area
- use the already well-established communication with parents to share what the children are learning and how this can be reinforced at home.

### Inspection activities

- The inspector observed staff interactions and activities with the children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector reviewed relevant documentation, such as policies and procedures.
- The inspector discussed children's development with their key persons and the pre-school manager.
- The inspector met with some of the parents of children attending the pre-school.

### Inspector

Victoria Frost

## Inspection findings

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

Overall, the staff use good teaching strategies to help children to learn. There is a clear balance between the activities the children choose for themselves, and those which the staff plan to progress the children's learning. Children show a desire to learn and explore, for example, when using the computer to make and print pictures or using clay to make fish. This desire is extended and challenged by staff who create weekly themed activities, such as finding out about space and rockets. Children develop excellent skills for the future through activities such as preparing snacks and attempting to write their names on large canvas pieces. Monitoring takes place termly to ensure high levels of engagement in children. The staff use effective methods to ensure improvements to practice are continuous. Consequently, outcomes for children are good.

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

A robust key person system means that children form secure relationships with the staff, who, in turn, keep precise and accurate records of children's development. Parents are asked to contribute to their children's learning through regular assessments and meetings. However, parents receive few examples of how staff promote children's learning to help them to know how to extend this at home. Overall, parents benefit from good methods of communication to find out about their children's progress and achievements and feel included in the pre-school. The pre-school provides a warm and welcoming environment for children to learn. This projects a culture where children's enjoyment is paramount. Resources are stimulating, challenging and generally support children's learning and development well. For example, children explore climbing apparatus and use gardening tools. However by placing the water tray at the opposite end of the garden to the climbing frame, staff sometimes need to concentrate on supervision rather than on focused teaching opportunities.

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

Recommendations from the last inspection have been effectively addressed, which means overall the pre-school has a good capacity to maintain continuous improvement. The staff team works together to ensure the atmosphere of the pre-school is buoyant and enthusiastic. The manager communicates high expectations through daily morning meetings and ongoing reviews of staff progress. Parents are complimentary of the care their children receive at the pre-school. Several parents expressed their appreciation during the inspection and additional feedback is present in the responses to regular parent questionnaires.

## Setting details

<b>Unique reference number</b>	141839
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	841497
<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>	54
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Stoke Goldington Pre-School Playgroup Committee
<b>Date of previous inspection</b>	14 November 2011
<b>Telephone number</b>	07716967723

Stoke Goldington Pre-school Playgroup registered in 1995. It operates from the village hall in Stoke Goldington, Milton Keynes. The pre-school is open term time, Monday to Friday from 9.15am until 12.15pm and operates an optional lunch club until 1.15pm. On Tuesdays, Wednesdays and Thursdays, an afternoon club runs from 1pm until 2.30pm. There are 11 members of staff, two of whom hold Qualified Teacher Status. Of the remaining staff, six hold qualifications at Level 2 or Level 3. The pre-school receives funding to provide free early education for children aged two, three and four, and additional funding to support children with special educational needs and/or disabilities.

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