

Schorne Pre-school

The Village Hall, North Marston, Buckinghamshire, MK18 3PA



Inspection date

19 May 2015

Previous inspection date

3 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- An effective key-person system means children settle in well and make close bonds with familiar adults.
- Parents know what progress their children are making through regular discussion with their key person.
- The pre-school team has good connections with local schools. Visits from teachers and trips to the schools support older children as they get ready to move on.
- Children learn using a variety of resources and exciting activities. For example, they use various trays of sand, water, soil, gloop and rice to explore tipping, pouring and measuring. This and other activities, means children engage in play continuously.
- Staff have an effective way of teaching that allows children the freedom to explore many ways to play. Staff choose some activities but listen to children very closely and let them decide what happens next.
- Children make good progress in their learning. Staff demonstrate effective support for those children with lower start points, which makes sure they catch up quickly.

It is not yet outstanding because:

- Staff do not consistently encourage children to develop their independence. For example, they do not encourage them to prepare their own snacks. In addition, the arrangement of children's personal belongings means that they are not able to access them easily.

What the setting needs to do to improve further

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

- review the organisation of snack time and access to children's belongings so that they can consistently develop their independence skills.

Inspection activities

- The inspector spoke with some of the parents at the pre-school and considered their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector reviewed a sample of written documentation, including policies and procedures.
- The inspector spoke with some of the pre-school committee members.

Inspector

Victoria Frost

Inspection findings

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

Committed staff use thoughtful teaching methods to stimulate learning and engage children of all abilities. Those who need more support to learn do so with the collaboration of parents and professionals. Staff consistently monitor the children in a timely manner, so they are able to make timely interventions when needed. This means that all children are able to make good progress in their development. Staff support those ready to move on to school. For instance, children receive homework books, and there is a role play area for children to explore what it is like at school, with uniforms to try on and text books to use. Staff use many opportunities to engage parents in assessing their children's progress, such as daily feedback, termly questionnaires and annual parents' meetings.

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

Children have plenty of opportunity to learn about safety, and staff foster appropriate behavioural expectations. Throughout the day, children can choose to play inside or in the garden, so they have plenty of chances for fresh air and exercise. Staff provide physical challenges for the children. They confidently climb, crawl, use their strength and assess risk themselves in the outdoors. Staff guide children who struggle with participation and use praise and reward to bring out the best in children's behaviour. This was especially evident during a singing activity; staff watched the children, and moved around the group to better support those who appeared unsure or shy. Parents are closely involved in their child's first few sessions, and staff encourage them to bring along things from home. Children settle quickly and feel safe and secure.

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

The manager gives continual supervision and support to staff. She observes and discusses their practice with them regularly. This means that staff have a good understanding of how children learn. The manager's effective monitoring process allows staff to identify their training needs and she supports them to access training on a regular basis. This has a positive impact on children's learning. For example, recent training has helped the team to develop how they use the outdoors in wet weather to ensure children have daily access, therefore, contributing to children's healthy lifestyles. The manager actively strives for improvement. She seeks the advice and support of other professionals to improve the provision and develop better practices. For example, they are currently reviewing children's written records of development. Parents complete questionnaires each term, and the manager uses their opinions to shape improvement. The manager reviews child protection practices regularly, and makes sure that staff follow training and procedures thoroughly. This means that children's safety is central to all that staff do.

Setting details

Unique reference number	140860
Local authority	Buckinghamshire
Inspection number	825751
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	55
Name of provider	Schorne Pre-school Committee
Date of previous inspection	3 November 2011
Telephone number	07703 754397

Schorne Pre-School registered in 1989. It operates from the Village Hall in North Marston village. The pre-school is open Monday to Friday, from 9.15am until 2.45pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup supports children with special educational needs and/or disabilities. There are nine staff who work with the children; of these, five hold a qualification at level 3.

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