

# Coldharbour Pre-school

Highland Close, Bletchley, Milton Keynes, Buckinghamshire, MK3 7PD



## Inspection date

11 June 2015

Previous inspection date

18 July 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

- Professional and experienced staff provide a friendly and welcoming atmosphere. Therefore, children arrive eagerly and engage well in a wide range of activities planned to encourage their interests.
- Staff closely monitor children's progress. This means that they identify any gaps in their learning and, if necessary, further support is put in to place to meet their individual needs.
- Partnerships with parents are good. Parents praise staff for helping their children to develop their social, communication and language skills, including those learning to speak English as an additional language. They also praise good progress in their children's mathematical and literacy skills.
- The manager and staff have good knowledge of child protection and are aware of the procedures to follow should they have concerns for a child's welfare.
- There are many positive ways in which the pre-school reflects on practice to improve outcomes for children, and parents' views are valued as part of this process.
- Staff have good opportunities to improve their knowledge and skills through attending training courses. They share the knowledge they gain to further benefit the children.

### It is not yet outstanding because:

- Staff do not fully plan the use and resources for the grassed area of the substantial garden to support those children who enjoy learning outside.
- At times, children have to queue for long periods, such as snack time, which does not meet the needs of all children.

## What the setting needs to do to improve further

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

- extend the use of the outdoor field and develop the range of resources available to develop further children's thoughts and ideas to support those who choose to play outdoors
- review the organisation of daily routines, such as snack time, to ensure that children do not wait for long periods of time.

### Inspection activities

- The inspector observed activities in three play rooms and the garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.

### Inspector

Kim Mundy

## Inspection findings

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

The quality of teaching and the provision for the educational programme are good. Staff use questioning effectively to encourage children's speaking and listening skills. They know when to intervene and help children and when to sit back and let children try things for themselves. Planning and assessment, including the two-year-old progress check and the daily evaluation of children's involvement in activities, are thorough. As a result, all children make good progress, given their starting points. By the time children leave, several are able to write their name and recognise sounds and letters. There is a good range of resources and overall the enticing indoor and outdoor learning environments effectively support children's all-round development. However, staff do not always plan the use of extra resources in the grassed area to further ignite children's thoughts and ideas. Staff inform parents about their children's progress through, for example, discussions and meetings, and continuous access to their child's assessment profile. They are encouraged to share information about their child's achievements at home and are also invited in to the pre-school, for example, for picnics.

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

The key-person system is effective on practice. Children develop close and friendly relationships with staff and one another, so they play cooperatively together. Children are involved in setting the rules for acceptable behaviour in their pre-school, which they follow, and they have a strong sense of belonging. Children are confident talkers in group situations and they are proud to display their artwork and help staff in the pre-school. Children develop good independence skills in preparation for moving on to school. For example, they learn how to dress and undress themselves and pour drinks. Staff encourage children to eat healthy snacks and drinks. However, at times, children spend too much time lining up and waiting rather than having their snack.

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

The enthusiastic manager and staff are fully aware of their roles and responsibilities. The manager has a good knowledge and understanding of the safeguarding and welfare requirements. Staff place a strong focus on children's safety and security. Thorough daily risk assessments result in safe and secure play environments for children. Rigorous procedures are followed for recruitment, professional development and ongoing suitability of staff. The manager closely monitors staff's good teaching practices, and individual and groups of children. She instigates necessary changes to successfully develop, for example, boys' interest in early writing and role play outdoors. Staff work very closely with parents, school teachers and other professionals. During conversations with the children, they state that their pre-school is 'good' and that they have fun and enjoy learning through play.

## Setting details

<b>Unique reference number</b>	141766
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	841489
<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>	66
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Coldharbour Pre-school Committee
<b>Date of previous inspection</b>	18 July 2011
<b>Telephone number</b>	01908 379154

Coldharbour Pre-school registered in 1982. The pre-school is open Monday to Friday, from 8.50am until 11.50pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school employs 14 members of staff and of these, 12 hold relevant qualifications between level 1 and 4.

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