

The Secret Garden Pre-School

Wellington Avenue, Buckinghamshire, HP27 9HY



Inspection date

3 December 2015

Previous inspection date

5 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and provider work together effectively to review the provision. They demonstrate a strong commitment to making further improvements.
- The manager organises regular opportunities for staff to reflect upon their roles. She gives staff plenty of praise, and coaches and trains them to improve the good quality of teaching.
- Staff build highly effective partnerships with parents. They consult parents on many aspects of pre-school life and provide information, resources and guidance to help parents to continue children's learning at home.
- Staff make good use of assessments to quickly identify children who may not be making typical progress. They put in place effective measures to help close any gaps. All children make good progress.
- Children feel safe and happy and enjoy their time at pre-school. They trust staff to take good care of them and display good levels of independence for their age.

It is not yet outstanding because:

- Staff do not always manage group times well. Some children lose focus because staff expect them to sit still for too long. At these times, teaching is not as effective.
- Staff do not always teach children about their similarities and differences. For example, children are regularly divided into groups by gender but staff do not help children to consider other aspects that make them unique, similar or different from others.

What the setting needs to do to improve further

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

- consider the organisation of group times to help all children engage in learning
- help children learn about the similarities and differences between themselves and others.

Inspection activities

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

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager fulfil the requirements of their roles well. Safeguarding is effective. They follow robust recruitment procedures to ensure the suitability of people they employ. All staff understand their responsibility to safeguard children and know what to do if concerned about a child's welfare. The manager thoroughly reviews all children's progress. Where she identifies that children are making rapid progress she ensures these children have good levels of challenge. The manager makes good use of her evaluations to identify areas for improvement. She seeks out training opportunities for staff as part of this process. For example, staff worked together and improved the teaching of mathematics. The provider supports all staff to gain and further their qualifications. She recognises the importance of well-qualified staff to maintaining good standards of teaching and learning.

Quality of teaching, learning and assessment is good

Staff plan an interesting and stimulating range of activities, indoors and outdoors. They ask children questions and comment on what they are doing to help them learn. Staff work well with children to help them solve problems, such as building a toy train track. Children develop mathematical skills, for example, they explore speed and volume when playing with water. Staff help children retell familiar stories, count and sort accurately. They help children who are progressing well with their writing to develop these skills further. The manager builds highly effective partnerships with other professionals to support children with additional needs. These partnerships have a positive impact on outcomes for children and any gaps in children's learning quickly close. Staff organise visits from people in the local community to help children learn about the world in which they live. They remind children about the need to be kind and helpful and help them develop into confident and independent young people.

Personal development, behaviour and welfare are good

Children behave well for their age. Staff are good role models and children see them helping each other and warmly welcoming visitors. Staff meet children's physical needs well. They provide healthy snacks and teach children about the importance of eating well and drinking plenty of water. They organise the day so that children can spend time and exercise in the well-equipped garden in all weathers. Staff promote children's self-esteem equally as well. They value children's opinions, and fully involved them in a review of resources that led to improved opportunities for children to practise writing and drawing.

Outcomes for children are good

Children make good progress from their starting points. They gain the skills needed for their future learning, including the move to school.

Setting details

Unique reference number	EY419779
Local authority	Buckinghamshire
Inspection number	822675
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	39
Number of children on roll	47
Name of provider	Hayley Anne White
Date of previous inspection	5 July 2011
Telephone number	01844 345620

The Secret Garden Pre-School registered in 2004. It is located in Princes Risborough, Buckinghamshire. It is open from 9am to 3pm, Monday to Friday, during term time only. The provider receives funding to provide free early years education for children aged two, three and four years. The provider employs nine staff. The manager holds a relevant qualification at degree level and six other members of staff hold relevant qualifications at level 2 or level 3.

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