

Coffee Tots Pre-school

99 Jonathans, Coffee Hall, Milton Keynes, MK6 5DR



Inspection date

Previous inspection date

11 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are very happy in this pre-school; they enjoy stimulating activities and they particularly enjoy the interesting outdoor play opportunities.
- Staff use consistently good teaching methods, and they closely monitor and assess children's good progress.
- The leaders' evaluation of the pre-school's service is accurate, and areas for future development are identified effectively for the children's benefit. The parents' and children's views are used as part of this self-evaluation process.
- Children behave well. They learn to share, to take turns, to make friends, and are kind and polite to one another. They learn about personal safety well during their play.

It is not yet outstanding because:

- The manager's monitoring of staff practice does not always result in close links between what is needed to improve individual staff teaching skills and the professional development opportunities that staff undertake.
- Staff do not always obtain precise information from parents about what their children already know and can do initially, to identify children's starting points fully in relation to their learning.

What the setting needs to do to improve further

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

- focus staff professional development more precisely on where individual staff need further support to raise the quality of their teaching
- increase the range of information gathered from parents when children first start.

Inspection activities

- The inspector observed activities in the playrooms and 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 document, a selection of policies and children's records.

Inspector

Kim Mundy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff team has a good knowledge of local safeguarding procedures to protect children. Those in charge promote rigorous staff recruitment, risk assessments and routines that help keep children safe and secure. The manager monitors the children's progress to quickly intervene and close any gaps in their achievements. Staff establish strong relationships with parents and with other professionals, such as specialist teachers, to further support and complement children's learning. Parents are very complimentary about the service provided. They are well informed of their children's progress and encouraged to be involved in their children's learning at home, for example, through use of the 'home-link' books.

Quality of teaching, learning and assessment is good

Staff plan a well-balanced educational programme, which stems from the children's changing interests. Staff know these from liaising with children's parents. Staff provide stimulating indoor and outdoor activities that children are eager to explore. Children choose to spend considerable time in the fun-filled outdoor environment. For example, they enjoy the builder's area, busily digging and mixing, and using child-size shovels. Staff encourage children's imaginative play well; for example, in acting out stories in 'dinosaur land'. Staff provide implements to help children develop good coordination skills. For example, children use tweezers to pick up pretend 'mud worms'. Staff provide a wide range of enticing materials that children choose from, such as to make models.

Personal development, behaviour and welfare are good

Friendly and welcoming staff create an atmosphere that helps children to feel safe and secure. Staff understand the importance of nurturing young children's emotional well-being; for example, they settle children in according to their needs. The children use good-quality toys in their play environment. They develop a good understanding of living a healthy lifestyle and develop their independence well; for example, they help themselves to healthy snacks and pour their drinks. Children learn about the importance of healthy eating. They enjoy growing fruits, vegetables and herbs. Children learn that others have different special celebrations. They play with toys and resources which support their early understanding of diversity.

Outcomes for children are good

All children make good progress and are absorbed in worthwhile learning experiences. Staff help children to develop key skills in preparation for moving on to school. For example, children practise early writing, recognise their names and draw recognisable pictures. They enjoy using reference books to find out more about things that interest them, such as dinosaurs. Children begin to use basic mathematical terms correctly, such as 'light' and 'heavy'.

Setting details

Unique reference number	EY478760
Local authority	Milton Keynes
Inspection number	977581
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Coffee Tots Pre-school
Date of previous inspection	Not applicable
Telephone number	01908 200130

Coffee Tots Pre-school re-registered in 2014. The pre-school is located in Milton Keynes, Buckinghamshire. The pre-school opens on weekdays during school terms. The opening hours are from 8.30am to 11.30am and from 12 noon until 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four staff and all hold relevant qualifications at either level 2 or level 3.

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