

# Furzton Tots Preschool

Ridgeway Community Centre, 33 Dulverton Drive, Furzton, Milton Keynes, MK4 1NA



## Inspection date

15 March 2016

Previous inspection date

14 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager's monitoring of staff practice is not fully effective to ensure that teaching is of a consistently good standard.
- The manager does not ensure that the planned educational programmes provide sufficient challenge for more able children.
- The manager does not gather parents' knowledge of what their children can do at home. Therefore, staff do not always plan effectively for each child when they first start.
- The manager does not take account of the views of parents and children to help identify future improvements.

### It has the following strengths

- Children play happily together and make steady progress in their learning. They enjoy activities, which staff base on each child's interests.
- Staff have a secure understanding of child protection procedures and how to safeguard children's welfare. Children are safe and secure in the pre-school.
- Children behave well and learn good manners. Staff offer praise and encouragement to build on children's confidence and promote their emotional well-being.
- Staff share information and develop trusting relationships with parents and other people involved in the children's lives. Parents speak highly of staff; for example, they particularly praise the use of the 'home-link' communication book.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

### Due Date

- |   |            |
|---|------------|
| ■ monitor staff performance to develop consistently good teaching practice, to extend children's existing skills and knowledge. | 15/05/2016 |
|---|------------|

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

- plan and provide more challenge during activities for more able children
- obtain information from parents about their children's abilities and achievements at home to plan for their learning when they first start at pre-school more effectively
- take account of parents' and children's views to identify areas for improvement.

## Inspection activities

- The inspector observed activities in the play hall 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 form and a selection of policies and children's records.

### Inspector

Kim Mundy

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager has made improvements since the last inspection. The manager has allocated each child a key person to help them settle, and staff are suitably deployed to support the children. The manager uses self-evaluation to reflect on the pre-school's practice; however, she does not include the views of the children and their parents to drive improvements. Safeguarding is effective. Recruitment procedures include checks on staff, volunteers and students, and the manager takes steps to ensure they remain suitable. The manager provides staff with some opportunities to build on their personal development by attending training and meetings. However, the manager does not monitor staff performance closely enough to ensure teaching is of a consistently good standard across the staff team.

### **Quality of teaching, learning and assessment requires improvement**

The manager successfully tracks children's progress to identify where they may require extra support to catch up with their peers. Staff observe and assess children's progress. However, teaching skills are variable and sometimes activities lack challenge for more able children. For example, during a sticking activity, staff did not encourage children to use scissors to cut up the materials themselves. Staff do not involve parents from the start to help them plan accurately for children's next steps. Staff talk to children, ask questions and make suggestions to help children think and solve some problems. They help children to find out about the world in which they live. For example, children plant vegetables, observe life cycles and learn about people who help us.

### **Personal development, behaviour and welfare require improvement**

Kind and caring staff help children to feel safe and secure. Children develop close relationships with their key person and other staff. Staff encourage children to share and take turns as they play and to make choices about the toys and resources they want to play with. Staff model suitable hygiene practice; for instance, they teach children to wash their hands before eating snacks. Staff practise the fire drill with children to help them learn to evacuate safely. They help children to make steady progress in their physical skills, for example, as children balance on apparatus and enjoy music and dance.

### **Outcomes for children require improvement**

Children recognise letters and learn to hold a pencil correctly for writing. They develop independence skills, for example, as they put on their shoes, open their lunch boxes and pour drinks. Children learn to count, measure, and to identify shapes and colours. For example, they thread beads on a wire and count pirate's treasure. Children learn a range of skills that prepare them adequately for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY437709
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1028594
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Furzton Tots Pre-School Ltd
<b>Date of previous inspection</b>	14 May 2013
<b>Telephone number</b>	07877012261

Furzton Tots Pre-School registered in 2011. The pre-school is open Monday to Friday from 9am to 11.30am and from 12 noon to 2.30pm, term time only. There is a breakfast club from 8am to 9am and a lunch club from 11.30am to 12 noon. The pre-school receives funding to provide free early education for children aged three years. There are two staff, including the manager. The manager has Early Years Professional Status and one staff member holds a relevant qualification at level 3.

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