

TMA Helping Hands Pre School

2 Church Hill, Two Mile Ash, Milton Keynes, Buckinghamshire MK8 8EQ



Inspection date

21 April 2016

Previous inspection date

29 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has worked hard to develop the staff's teaching skills over the last year. She understands the strengths and areas for further development within the pre-school and has ambitious plans for further improvement.
- Staff make sure the premises are secure and the efficient deployment of adults means that children are well supervised both inside and outdoors.
- Staff are kind and caring. Parents value the help and support they receive on a wide range of child development matters.
- Positive changes to the routine of the day allow children to engage for long periods of time in purposeful play. For example, they are absorbed in their role play outside, using the workbench and building with 'tools'.
- Staff have high expectations of children's behaviour. Children are encouraged to use good manners, share and take turns. This means they are developing their social skills in readiness for school.

It is not yet outstanding because:

- The manager monitors staff's teaching practice closely, but now needs to set clear and incisive development points to help staff improve their teaching from good to outstanding.
- Staff's precise assessment has found that some children need extra support with their communication and language development. Plans in place to address this now need to be implemented fully to ensure these children catch up with their peers.

What the setting needs to do to improve further

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

- implement staff's recent learning in order to sharpen the pre-school's focus on helping children to acquire communication and language skills
- identify clear development points when monitoring staff's practice so that teaching is consistently of a very high quality.

Inspection activities

- The inspector observed teaching and children's learning both indoors and outside.
- The inspector conducted a joint visit with the pre-school manager.
- The inspector spoke to parents and took into account their views.
- The inspector sampled a range of pre-school documents including checks on staff suitability, folders of children's learning and development, and records of staff training.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management is good

The manager has done a good job since the last inspection. All of the areas for development identified have been addressed and the quality of teaching is now good. Staff have opportunities to reflect on their practice. The manager carries out observations of their work and staff evaluate their own performance prior to supervision meetings. Safeguarding is effective. Staff are alert to the need to protect children and know what to do if they have any concerns for their safety or well-being. Procedures are in place to ensure that all staff are suitable to work with children.

Quality of teaching, learning and assessment is good

The planning of activities is now based on accurate observations and assessments of what children understand, know and can do. Staff are using their knowledge of what interests the children to ensure they provide a full and stimulating educational programme. As a result, children, including those that need extra support, concentrate well. For example, when playing with the lentils, rice, plastic bottles and scoops children practise their pouring skills and work out which implement will help them fill the bottle most efficiently. Staff introduce new words such as 'empty' and 'full' and encourage children to listen to the sound of the grains hitting the table as they experience them running through their hands. Overall, children are making good progress. Separate afternoon sessions during the summer term ensure children are well-prepared for when they move on to school.

Personal development, behaviour and welfare are good

Staff manage children's behaviour well. They give children clear signals about what is going to happen next. For example, they warn them when their play time is coming to an end, so that they have time to finish their activities to their own satisfaction. Children have access to an interesting environment both indoors and outside. For example, they have opportunities to dig and plant with real vegetables. Staff ensure that children grow in confidence as they ask parents to tell them about their children's achievements at home and celebrate these together.

Outcomes for children are good

Children are developing the skills they need for school. For example, they show an interest in solving puzzles. Children count teddies and work out what will happen to the total number if you put one back in the box. They are developing their speaking skills as staff ask them open-ended questions to make them think; they beam with pride when staff praise them for their efforts. Children are learning to recognise their written name as they self-register. Overall, children are becoming active learners. They have plenty of opportunities to make choices and develop their own ideas. For example, they can select from a wide range of interesting materials when drawing and creating pictures. They develop their physical skills as they enjoy the climbing frame and have lots of time to learn outside. Children are developing friendships and show care and consideration for each other, for example, when another child is hurt or upset.

Setting details

Unique reference number	141824
Local authority	Milton Keynes
Inspection number	1036741
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	58
Name of provider	Helping Hands Committee
Date of previous inspection	29 April 2015
Telephone number	07749 537 718

Two Mile Ash Helping Hands Pre-school registered in 1999. It is open from 9.15am to 2.45pm on Monday, Tuesday, Wednesday and Friday, and from 9.15am to 12.15pm on Thursdays, during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. Of the eight members of teaching staff employed, five hold relevant childcare qualifications at level 3.

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