

Hobbyhorse Pre-School

London Road, Stony Stratford, Milton Keynes, MK11 1JH



Inspection date

Previous inspection date

10 May 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 have fun and particularly enjoy learning when playing outdoors. Children make good progress in all areas of learning.
- The staff are very clear about their role and responsibilities as a key person. Parents develop trusting relationships with staff to support their children both in the pre-school and at home.
- The manager monitors individuals and groups of children's progress effectively, to help children make at least good progress.
- The committee plays an effective role in shaping the pre-school's direction. Its members are very committed, and have a good understanding of the pre-school's strengths and areas for development.
- Self-evaluation is effective and includes the views of staff, parents and children. Staff build well on the existing strengths and have a clear vision for the future.

It is not yet outstanding because:

- Parents do not fully share what they know about their children's development when children first start, to help staff plan next steps for learning as effectively as possible.
- The manager does not monitor staff performance precisely enough to raise the good standard of teaching even higher.
- Staff do not always make the best use of resources and plan enhanced challenges for more able children, particularly during their free-choice play.

What the setting needs to do to improve further

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

- gain even more information from parents about their children's learning when they first start
- monitor the teaching skills of staff more precisely to raise the quality of their teaching even further
- plan further challenges for more able children and make even better use of resources across the activities provided.

Inspection activities

- The inspector observed activities across the indoor and outdoor play areas.
- 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 is good

Safeguarding is effective. All staff undertake safeguarding training and have good knowledge of child protection procedures to safeguard children. Staff effectively risk assess the environments used by children, so they can play safely and securely. Robust suitability checks are completed for all staff and committee members. Staff have good opportunities to develop their personal skills through professional development. They put what they learn into practice to benefit the children. For example, staff have extended children's sensory play experiences. Partnerships with parents and other providers are good. Effective communications keep everyone up to date about children's individual needs, which are met well.

Quality of teaching, learning and assessment is good

Staff closely observe and assess children's play. The information gained is shared with parents and used to plan children's next steps for learning. To successfully extend children's learning and play experiences, the staff use good teaching. For example, they teach children new words, and good speaking and listening skills. During the inspection, children listened attentively to stories, and staff encouraged them to explore ideas about what might happen. Staff help children to develop good creative skills and imagination, for instance, through craft activities, role play, and in the woodland area where they create houses with natural materials for animals.

Personal development, behaviour and welfare are good

Children develop close attachments to their key persons and other staff, who all nurture their emotional well-being. Staff have high expectations for children's behaviour. For example, they talk about the pre-school's 'golden rules', which include teaching children to be kind and respectful towards others. Children make friendships, and they learn to share and take turns as they make choices about what they want to do. Staff promote healthy lifestyles effectively. For example, they model good hygiene practices and make sure that children can help themselves to tissues. Children learn about healthy foods and enjoy nutritious snacks.

Outcomes for children are good

Children are eager to learn. They develop practical skills that prepare them well for school, such as learning to dress and undress. Children gain good coordination; for example, they thread beads and balance on apparatus. Children develop their early writing and reading skills, for example, they explore letters and their sounds, and recognise their own name. Children learn to count and to solve simple problems.

Setting details

Unique reference number	EY478846
Local authority	Milton Keynes
Inspection number	1032670
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 - 4
Total number of places	32
Number of children on roll	60
Name of provider	Hobby Horse Pre-School Committee
Date of previous inspection	Not applicable
Telephone number	01908307585

Hobbyhorse Pre-School re-registered in 2014 at different premises. The pre-school is open Monday to Friday from 9am to 2pm, during school terms. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs 11 staff and of these, eight hold relevant qualifications to level 3.

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