

Maids Moreton Pre-School

Avenue Road, Maids Moreton, Buckingham, Bucks, MK18 1QA



Inspection date	18 July 2016
Previous inspection date	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

- All children make good progress relative to their capabilities. The manager and staff promptly identify any gaps in children's achievement and provide additional support to help them catch up, in readiness for school. This includes, for example, securing funding to target provision and working sensitively in partnership with other agencies and parents.
- Staff support children's behaviour particularly well in many ways. For example, staff use strategies they have learnt through professional development opportunities. They are good role models and explain to children the reasons behind rules. Older children remind each other of the expectations for behaviour and learn how to solve problems.
- Staff benefit from the effective support from their manager. For example, the manager carries out regular and purposeful development of staff, including regular observations of their teaching. This helps to ensure that staff share the same vision and commitment to continuous improvement.

It is not yet outstanding because:

- Staff's identification of children's next steps and their planning for activities is not meticulous enough to ensure that all children have every opportunity to extend their learning to the highest levels.
- Staff do not organise some daily routines and activities as well as possible to extend children's involvement levels.

What the setting needs to do to improve further

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

- strengthen planning of activities and further focus on children's identified next steps, to provide children with more challenging opportunities to extend their learning
- enhance the organisation of some routines and activities to increase children's attention and involvement levels.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities and know how to keep children safe. The manager regularly seeks the opinions of staff, parents and the local authority adviser to inform ongoing targeted improvements. For example, since registration, the manager has developed the provision for children's outside play. She has strengthened monitoring of children's learning to ensure their continued good progress. Staff establish supportive partnerships with parents. They regularly discuss children's progress and help them support children's learning at home in many ways. For example, they make learning resources available to parents to take home and display some of the daily intended learning outcomes for children. Staff form successful partnerships with other early years settings that children attend to provide children with a good level of consistency.

Quality of teaching, learning and assessment is good

Teaching is effective and staff interact well with children as they play. Staff are particularly skilled at teaching mathematics in a variety of ways. For example, children enthusiastically use the designated maths area outside to count and name shapes. Staff encourage children to develop their thinking skills in many ways. For example, children respond to skilled questioning by staff as they work out how to fit a large potato through a small hole. Younger children receive encouragement to work out battery powered walkie-talkie phones using trial and error. Children enjoy following their own ideas and play well together as they creatively explore the environment. For example, children decide to perform favourite cinematic songs on a stage and their friends accompany them using musical instruments while others pretend to write the lyrics down.

Personal development, behaviour and welfare are good

Staff sensitively help children develop an understanding of their similarities and differences and they show concern towards each other. For example, children learn how children with different capabilities may express themselves differently. Children take part in celebrations linked with different cultures and the local community. Staff support children to think about how they can carry out activities safely. Children have lots of opportunities for fresh air and physical exercise, which they clearly enjoy.

Outcomes for children are good

Children are confident, enthusiastic and motivated learners who express themselves well. All children, including those who have special educational needs or disability, make good progress in readiness for school. Children demonstrate their independence as they prepare their own snacks and manage their personal hygiene. They quickly gain early literacy and mathematical skills.

Setting details

Unique reference number	EY476044
Local authority	Buckinghamshire
Inspection number	975919
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	44
Name of registered person	Maids Moreton Pre-School
Registered person unique reference number	RP533555
Date of previous inspection	Not applicable
Telephone number	01280 824989

Maids Moreton Pre-School re-registered in 2014. The setting operates from the site of Maids Moreton Church of England School in Buckingham. The setting operates Monday to Friday from 8.30am to 3pm during term time only. It also runs a before-school club from 8.30am to 8.50am for school children. The setting provides funded early education for children aged two, three and four years. There are seven staff that work directly with the children, all of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 6.

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