

# Chipmonks Pre-school Limited

Broughton Pavilion, 139 Tanfield Lane, Broughton, Milton Keynes, MK10 9NJ



## Inspection date

20 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff prioritise children's well-being. They are exceptionally skilled in promoting children's good health. For example, the pre-school has received a dental health accreditation and children talk confidently about how to look after their teeth in imaginative play that they organised themselves.
- Staff provide exceptional support to help children manage their feelings and behaviour. For example, staff encourage children to discuss and work out the best way to overcome the difficulties they encounter when they play with friends.
- Leaders promote improvements effectively. For example, they have a programme of professional development to ensure they continue to improve the good quality of teaching.
- Staff make good use of observations to identify children's next steps in learning. Planning takes into account children's interests and targets accurately how to move them forward in their learning. All children make good progress including those with additional needs.

### It is not yet outstanding because:

- Staff do not consistently provide children with high-level challenges to encourage them to think about how best to extend their ideas.

## What the setting needs to do to improve further

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

- raise the quality of staff interaction to the highest levels through improving their use of dialogue with children to help challenge children's thinking and extend their ideas as effectively as possible.

### Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some documentation, including the safeguarding policy and procedures, and children's records.
- The inspector carried out joint observations with the manager.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders review the provision effectively in order to identify areas to improve. They seek the views of parents and children to involve them in the self-evaluation process. The manager has thorough systems to monitor children's progress and any gaps in development are quickly identified. Staff work closely with other professionals and ensure that children's progress is well promoted. Safeguarding is effective. Staff have a good understanding of how to protect children and understand the procedures to follow if they have concerns about any child's welfare.

### Quality of teaching, learning and assessment is good

Staff promote children's communication and language development well. For example, staff use picture prompts to help children who are learning English as an additional language, and help all children learn to build sentences. Staff skilfully support children's mathematical understanding. For example, they provide a mathematically rich learning environment and encourage children to use their mathematical knowledge as they play. Staff help children to develop their understanding of the world well. For example, they help children to identify local wildlife.

### Personal development, behaviour and welfare are outstanding

The extremely well-planned and highly stimulating learning environment captivates children's interests and imaginations as they eagerly explore it. Children have lots of opportunities to lead their own play. Staff are highly effective in helping children learn about healthy eating. For example, children use tweezers to serve themselves and decide how many pieces of fruit to take using the portion recommendation guidance displayed. Staff provide excellent opportunities to help learn about staying safe. For example, they involve children in risk assessment and discuss how a warning sign would help people to stay safe on a wet floor as children used mops in their role play. Staff prioritise children's emotional development and use a range of highly successful strategies to support children through times of change. For example, staff use photographs and sensitively help children to explore their thoughts and feelings about moving to school.

### Outcomes for children are good

Children are well motivated to learn. They enjoy playing with others and get on well together. They develop good mathematical and speaking skills. For example, children compared their heights using a metre stick and they are keen to talk about what they see through binoculars. All children are well prepared for the next stage of their learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY478887
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	980229
<b>Type of provision</b>	Full-time 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>	34
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Chipmonks Pre school Limited
<b>Registered person unique reference number</b>	RP533770
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07873342783

Chipmonks Pre-school Limited, registered in 2014. It operates in Broughton, Milton Keynes. It is open each weekday from 9.00am to 12.00 noon and 12.15pm to 2.45pm during school terms. The provider employs nine staff, of whom six hold qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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