

Stone & Fairford Leys Pre school

Maple House, 74 Oxford Road, Stone, Aylesbury, HP17 8PL



Inspection date

6 September 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

- Staff place a high priority on supporting children's emotional well-being and it is clear that children settle well and quickly, feeling secure at the nursery. Staff are caring and receptive to children's reactions, and supportive to their families.
- The quality of teaching is good. Staff use a range of effective strategies to enhance all areas of children's learning and development. Staff know children well and help them to be ready for the next stages in their learning.
- Children make good progress from the time they start at the nursery. Staff make effective use of detailed information that they gather about children's starting points to enhance their learning.
- Leaders and staff closely monitor the progress of all children. They identify and address any gaps in their learning quickly.
- The senior management team is determined and focused on driving up the quality of standards through an effective programme of continuous development.

It is not yet outstanding because:

- Staff do not make use of opportunities to extend further children's understanding about the benefits of being healthy.
- There are not enough opportunities for children to explore further ways to practise writing for different purposes.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about the benefits of adopting healthy lifestyles
- offer children a broader range of ways to help them practise writing for different purposes to strengthen their early literacy skills.

Inspection activities

- The inspector observed the quality of teaching in all the rooms of the nursery.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager, and sampled documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Senior leaders and staff have a clear understanding of the setting's strengths and areas for improvement. Safeguarding is effective. Staff have a good understanding of safeguarding procedures, including how to identify and report concerns that they may have about a child in their care. Leaders implement thorough recruitment procedures and regularly monitor teaching to ensure consistent good practice across the nursery. Staff receive ongoing support through an effective programme of training to improve their teaching skills. For example, staff have developed snack time to allow all children to become more independent, so they learn and improve on their skills in readiness for school. Staff work closely with professionals from other agencies to ensure children receive the support they require. Partnerships with parents are good. Staff share ideas to help support parents with extending their children's development at home.

Quality of teaching, learning and assessment is good

Children settle well and engage in an exciting range of activities during their day at nursery. Staff help all children, including those who are learning to speak English as an additional language and those who have language difficulties, to develop good communication and language skills. For example, staff use rhymes, songs and stories to encourage children to talk about their experiences, and to introduce new words. They join in with children's play and ask carefully considered questions. Staff encourage children to develop their mathematical skills. They use every opportunity to teach children to count and to describe the shapes of objects. Staff respond with delight and praise when children learn new skills.

Personal development, behaviour and welfare are good

Staff implement the key-person system effectively. They establish close partnerships with parents to meet children's needs and individual routines, helping children to settle in quickly. Staff cater for children's personal development well. Children develop an understanding of how to keep themselves safe and they benefit from eating healthy foods, such as freshly prepared nutritious meals and snacks. They learn to follow good hygiene routines, such as washing their hands before eating and after using the toilet. Children develop good levels of independence. For example, staff encourage them to serve themselves at mealtimes and to pour their own drinks.

Outcomes for children are good

All children make good progress from their starting points and staff successfully enhance their learning and development. For example, older children learn to use numbers and recognise the sounds of letters. Overall, all children are gaining the necessary skills to prepare them well to take their first steps on to school.

Setting details

Unique reference number	EY476403
Local authority	Buckinghamshire
Inspection number	977309
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	26
Number of children on roll	40
Name of registered person	Stone and Fairford Leys Pre-School Partnership
Registered person unique reference number	RP904805
Date of previous inspection	Not applicable
Telephone number	01296 748247

Stone and Fairford Leys Pre school registered in 2014. It is situated in Stone, near Aylesbury, Buckinghamshire. The pre-school is open each weekday from 9am until 3pm during term time only. The pre-school offers a breakfast club from 7.45am, and after-school care from 3.15pm until 5.30pm, during term time only. A holiday club operates from 10am until 4pm during some longer school holidays. There are eight members of staff; of these, six hold appropriate qualifications in early years. The provider receives funding to offer free early education for children aged two, three and four years.

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