

# Furzton Tots Preschool

Ridgeway Community Centre, 33 Dulverton Drive, Furzton, Milton Keynes, MK4 1NA



## Inspection date

27 September 2016

Previous inspection date

15 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not give sufficient support to children learning English as an additional language. They do not seek ways to communicate effectively with them from the outset, which hinders children's ability to make good progress from the very start.
- Staff do not develop good partnerships with all parents to make accurate assessments of children's development. They do not find out as much as possible about children's abilities as soon as they join. Therefore, they cannot plan from the start to meet all children's learning needs effectively.
- Staff provide limited opportunities for children to explore music and movement to help them experiment creatively.

### It has the following strengths

- The manager has made some improvements to the quality of the provision since the last inspection. For example, she works more closely with staff to improve some aspects of their performance.
- Staff show some effective teaching skills. For example, they ask questions to develop children's thinking skills and add resources to activities to keep them motivated to learn.
- Overall, children settle into the pre-school well and explore their surroundings to make choices from the resources. They develop independence skills, such as managing their personal hygiene and pouring a drink when they are thirsty.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ assist children who do not understand English to use their home languages as they play to help them communicate and learn	28/11/2016
■ build on partnerships with all parents to make accurate assessments of children's development both in the setting and at home.	28/11/2016

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

- create more opportunities for children to explore music and movement to extend their creativity.

## Inspection activities

- The inspector observed staff interactions with children during daily play routines.
- The inspector spoke with parents and carers and took account of their views.
- The inspector and the manager evaluated a planned activity together.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies, staff files and children's records.

## Inspector

Victoria Frost

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager has reflected and made some improvements to the provision for children since the last inspection. For example, she monitors staff development and provides them with guidance, which has helped to improve their teaching skills and to understand their roles and responsibilities. However, she does not ensure staff work closely enough with parents to assess children's learning, especially to support children who are learning English as an additional language. Safeguarding is effective. The manager keeps staff informed about local child protection procedures. She ensures they understand what to do if they are concerned for a child's safety to protect their welfare.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not help children learning English as an additional language to communicate effectively. For example, staff do not work closely with parents to assess accurately how well their child speaks in their home language. In addition, they do not provide opportunities for children to hear and see their home languages to help them acquire a better understanding of English. Nonetheless, staff make ongoing assessments of children to find out what they can do and plan for their learning. They organise learning environments that engage and interest children. However, staff do not enhance children's creative skills, for example, through music and movement. Staff help most children learn to count, recognise numbers and words, such as their names, in readiness for school.

### **Personal development, behaviour and welfare require improvement**

Staff do not work closely with parents to meet all children's needs. Nonetheless, staff are responsive to children's emotional needs and offer them comfort and reassurance when needed. They act as effective role models for good behaviour. For example, they help most children negotiate and learn to take turns in play. Staff build on children's awareness of diversity, such as exploring and celebrating different cultural festivals throughout the year. They teach children to manage some hygiene routines independently, and support those who need extra help with toileting.

### **Outcomes for children require improvement**

Children learning English as an additional language do not develop good communication skills from the outset. Most children make steady progress and learn skills that help prepare them for future learning. They practise early writing skills and handle tools effectively in a range of mark-making activities. For example, children notice the patterns they make in foam, and use clipboards and pencils to make notes about the insects they find in the garden. Some children understand and use basic mathematical language. For example, they talk about the size of children and the stepping-stones as they line up, climb and balance on apparatus.

## Setting details

<b>Unique reference number</b>	EY437709
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1043912
<b>Type of provision</b>	Sessional 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 - 3
<b>Total number of places</b>	35
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Furzton Tots Pre-School Ltd
<b>Registered person unique reference number</b>	RP531145
<b>Date of previous inspection</b>	15 March 2016
<b>Telephone number</b>	07877012261

Furzton Tots Preschool registered in 2011. The pre-school is open Monday to Friday from 9am to 11.30am and from midday to 2.30pm, during term time only. There is a breakfast club from 8am to 9am and a lunch club from 11.30am to midday. The pre-school receives funding for the provision of free early education to children aged three and four years. There are two staff, including the manager. The manager has early years professional status and one staff holds a relevant qualification at level 3.

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