

# Northern Pastures Pre-School



St. Lukes Church, Wolverton Road, Newport Pagnell, Buckinghamshire, MK16 8JQ

<b>Inspection date</b>	4 October 2016
Previous inspection date	12 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The manager reviews the provision effectively to improve practice. She identifies strengths and weaknesses accurately, and focuses on improving the outcomes for children. This has enabled the setting to maintain its good-quality service since the previous inspection.
- Children make good progress from their starting points. They are engaged and motivated to learn.
- Staff support children's emotional development well. For example, staff helped new children to settle quickly and were sensitive to their needs.
- Staff encourage children's communication and language skills effectively. For instance, staff join in children's play and use questions that encourage them to talk about their ideas.
- Staff value children's ideas and, overall, provide opportunities for them to lead their own play. For example, children select photographs of activities they would like to do and explain their play ideas clearly and confidently.

### It is not yet outstanding because:

- Occasionally, some staff complete unnecessary practical tasks and do not always make full use of their time to help children make even better progress.
- Staff do not always encourage children to develop their own ideas during creative activities.

## What the setting needs to do to improve further

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

- guide staff to ensure they use their time effectively to make full use of all learning opportunities to help children make the best possible progress
- enable children to explore their own creative ideas to develop their thinking skills even further.

### Inspection activities

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

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Partnerships with parents are good. Staff work closely with parents and keep them well informed about their children's progress. The manager and staff monitor and track children's progress closely and intervene quickly if children require extra support. They work closely with other professionals to ensure good outcomes for all children and have developed good links with local schools. Staff arrange visits with teachers and encourage information sharing to support children's move to school. The manager encourages staff to reflect on teaching methods and identifies training to help develop their professional skills further. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe and know what to do should they need to report any concerns.

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

Staff plan a range of interesting activities based on children's interests and next steps in their learning. For example, children enjoyed using cooked spaghetti in their role play and filled a range of containers with sawdust. Staff help children develop their early reading skills. For example, staff provide children with an inviting reading corner and engage children well as they share books with them. Staff support children's physical development effectively. For instance, they plan opportunities to help children develop their confidence and skills using climbing equipment and encourage children to challenge themselves and take considered risks.

### Personal development, behaviour and welfare are good

Relationships between children and staff are good and the key-person system is effective. Staff know children well and are warm, caring and attentive. Children behave well. Staff use effective methods to encourage children to listen to and respect each other. Children play together well and learn to share their toys. Staff support children's independence skills well and help them to develop a sense of responsibility. For instance, children are keen to help with tidy-up routines, learn to manage their personal needs, peel fruit and pour drinks independently. Staff help children to respect diversity. For example, children use books and toys that provide positive images of people's differences and cultures.

### Outcomes for children are good

Children develop good social skills. For example, they enjoy playing with others and listen carefully to their friends' ideas as they make up games. Older children develop a good range of skills in preparation for starting school, such as recognising letters and counting. Children develop good conversation skills and use descriptive vocabulary well. For example, children start conversations and reflect on their journeys to pre-school, describing the traffic as 'horrendous'.

## Setting details

<b>Unique reference number</b>	EY445082
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1059270
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Northern Pastures Pre-School Committee
<b>Registered person unique reference number</b>	RP910422
<b>Date of previous inspection</b>	12 September 2012
<b>Telephone number</b>	07905 450816

Northern Pastures Pre-School registered in 2012. It operates from St Luke's Church Hall in Newport Pagnell, Buckinghamshire. It opens on Tuesday to Friday from 9.15am to 2.45pm, during term time. The setting employs four staff, three of whom hold appropriate early years qualifications, including two at level 3 and one at level 2. The setting receives government funding for children aged two, three and four years.

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