

Flying Kites Pre School

Scout Association, Institute Road, Taplow, Maidenhead, Berkshire, SL6 0NS



Inspection date

24 November 2016

Previous inspection date

21 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 motivated managers and the staff team have an accurate view of the good service provided for children and have met the recommendations from the last inspection. Effective self-evaluation involves the views of children, parents and staff, and helps to drive improvement well.
- Partnerships with other professionals and settings children attend are strong. These links help to ensure consistency in children's learning and development and contribute towards the good progress they make.
- Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding children.
- Children behave well and enjoy making choices about their play. Staff are consistent in their approach to behaviour management and teach children the importance of being kind to others and sharing.

It is not yet outstanding because:

- Staff do not consistently involve parents in extending their children's learning at home to help support children's progress as fully as possible.
- The manager's monitoring of staff practice is not fully effective in building on the good-quality teaching already in place.

What the setting needs to do to improve further

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

- involve parents more in extending their children's learning at home to encourage children's progress as well as possible
- focus even more precisely on the monitoring of teaching to raise expectations of teaching skills to a higher level.

Inspection activities

- The inspector observed the activities offered to the children.
- The inspector held discussions with parents and staff.
- The inspector looked at observation files, monitoring systems, the self-evaluation form and a selection of policies and children's records.
- The inspector observed the quality of teaching and learning.
- The inspector and the manager took part in a joint observation.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff and managers follow the nursery's policies and act promptly to secure early help if they have concerns about a child's welfare. Managers monitor and review the provision continually and make positive changes. For example, they have developed partnerships with local children centres to support children well. Leaders encourage staff's professional development through training and support to help build on their knowledge and skills well overall. The manager closely tracks individual and groups of children's progress to identify where they may require extra support to catch up in their learning. The staff team works very effectively together to provide good care and education for children and to support their families.

Quality of teaching, learning and assessment is good

Staff provide parents with regular updates of their children's day, including for children who have special educational needs, to help support their care and learning needs. Staff plan interesting activities based on the children's interests and their ages and stages of development. They observe and assess children's learning to form a clear overview of their good progress and to close any gaps in learning. Staff skilfully question children and introduce new words to encourage their good communication skills. For example, children enjoy making play dough and recall the names of the ingredients as they stir the mixture. Staff use the outdoor play environment well to encourage the physical development of children who prefer to learn outside. Children enjoy using scooters to navigate their way around cones. Staff deploy themselves effectively and supervise children well.

Personal development, behaviour and welfare are good

Children who have special educational needs are supported effectively to successfully access the learning environment and make good progress from their starting points. Children follow good hygiene routines and observe staff's good practices. Staff encourage children's good manners, including as they enjoy their nutritious snacks together. They teach children about personal safety. For example, children are taught not to run inside. Children develop a good understanding of risks and keeping safe; for instance, as they take part in practising the emergency evacuation procedure. Children show confidence as they play with their friends, move around the pre-school and choose their activities.

Outcomes for children are good

Children enjoy challenging mathematical experiences; for example, as they explore shapes, colour and measurement during activities. They competently use a range of hand-held information technology devices and enjoy moving these in different directions with their friends. Children, including those who have special educational needs, are eager to explore and they gain the key skills that prepare them well for future learning.

Setting details

Unique reference number	EY420050
Local authority	Buckinghamshire
Inspection number	1062419
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	35
Name of registered person	Flying Kites Pre School Partnership
Registered person unique reference number	RP530289
Date of previous inspection	21 March 2013
Telephone number	01628 665768

Flying Kites Pre School registered in 2010. The pre-school operates from the Scout Association hall in Taplow, near Maidenhead in Berkshire. The pre-school is open five mornings a week from 9.30am until 12.30pm. On Tuesday and Thursday, the pre-school offers an all-day session, where children are able to stay from 9.30am to 3.30pm. The pre-school is open term time only. The pre-school offers funded early education places to children aged two, three and four years. The provider employs six members of staff. Of these, four hold appropriate early years qualifications at level 3 and two staff hold qualifications at level 5.

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