

Speen Pre-School

Speen Village Hall, Studridge Lane, Speen, Princes Risborough, Buckinghamshire,
HP27 0SA



Inspection date

Previous inspection date

11 January 2017

30 September 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

- Staff make good use of their assessments of children's development to plan a broad range of play-based experiences that children find interesting and challenging. Children make good progress in their learning.
- The manager uses self-evaluation well. She plans and implements improvements that help maintain good standards and meet children's particular needs; for example, providing more activities to entice children to practise their early writing skills.
- Children enjoy their time at pre-school. Staff are kind and welcoming and help children build a positive view of themselves.
- Children are well behaved. They learn to share, take turns and be polite and considerate towards each other.
- Staff build effective partnerships with parents. Parents appreciate the regular updates on their children's progress, including the advice from staff to help them further their children's learning at home.

It is not yet outstanding because:

- At times, the manager does not make the most of opportunities to evaluate staff practice more precisely and extend their skills and knowledge to an even higher level.
- Staff do not provide a wide range of opportunities for children to learn about different cultures and ways of living, to broaden their understanding of diversity.

What the setting needs to do to improve further

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

- extend the already good support provided to staff to raise the quality of their teaching and outcomes for children to a higher level
- develop further the opportunities for children to learn about the similarities and differences between themselves and others in the wider world.

Inspection activities

- The inspector observed children and staff during activities and learning experiences indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector talked to staff about their understanding of safeguarding children and first aid.
- The inspector sampled documentation, including staff's qualifications, children's records and policies.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

Overall, the manager monitors the quality of teaching securely. She ensures that staff keep updated with early years practice. She works well with staff to reflect on the quality of the learning experiences they plan, including ways to improve these, to help children build on their existing progress. For example, staff have reviewed and changed how the day is organised to minimise disruptions to children's learning and to enable them to explore at their own pace. Staff accurately identify where children need extra help and work well with other professionals to help them catch up. For example, they work with speech and language specialists to help children develop their speaking skills. Safeguarding is effective. The provider and staff are clear about their role in safeguarding children, including the steps to take if an allegation is made against a member of staff.

Quality of teaching, learning and assessment is good

Staff provide a warm and homely learning environment for children. Children receive a positive first experience of learning away from home. Staff make good use of spontaneous learning opportunities. For example, outside on a windy day, children enjoyed finding out which toys would be blown about and whether they were heavy or light. Children learn to count and explore a range of mathematical concepts, such as sizes. They enjoy a good range of opportunities to develop their imagination, such as when pretending to cook and eat food. They enjoy using their developing communication and literacy skills, such as listening to and discussing favourite stories.

Personal development, behaviour and welfare are good

Staff meet children's physical and emotional needs well. For example, children enjoy a wide range of healthy snacks and also enjoy taking part in energetic play. Staff set boundaries for children about acceptable behaviour, such as how to move safely around the pre-school. Children build warm relationships with all members of the small staff team. They thoroughly enjoy including staff in their games and play. They confidently ask for help, for example, when dressing dolls. Effective procedures help new children to settle in easily. For example, they have opportunities to visit the pre-school with their families and become familiar with the routines.

Outcomes for children are good

Children gain good skills in preparation for their future learning, including the move to school. They learn to recognise and write their names, such as when finding their named pegs for their coats and writing their names on their drawings. They learn to express their own ideas through drawing, painting and imaginary play. Older children build a positive view of their forthcoming move to school. For example, they enjoy visits to the school, such as for story times with their new teacher.

Setting details

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|--|----------------------------|
| Unique reference number | EY256882 |
| Local authority | Buckinghamshire |
| Inspection number | 1061701 |
| 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 | 20 |
| Number of children on roll | 12 |
| Name of registered person | Speen Pre-School Committee |
| Registered person unique reference number | RP521302 |
| Date of previous inspection | 30 September 2013 |
| Telephone number | 01494 488160 |

Speen Pre-School registered in 1970. It is situated in the village of Speen in Buckinghamshire. The pre-school operates from 9am to 1pm from Monday to Thursday and from 9am to midday on Friday, during term time only. The pre-school receives funding to provide free early years education to children aged two, three and four years. There are four members of staff, all of whom hold relevant qualifications between level 3 and level 5.

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