

Aspley Guise Pre-School

Spinney Lane, Aspley Guise, MILTON KEYNES, MK17 8JT



Inspection date	9 February 2017
Previous inspection date	18 June 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 and committee members work effectively together to support the pre-school's ongoing success. The committee members are knowledgeable and highly motivated. They lead the pre-school with a sense of enthusiasm and support the staff team well.
- Staff use effective ways to exchange information with parents. For example, children take a teddy bear home and parents record his activities in a book. Children then talk about this with staff and their friends on their return to pre-school. This contributes towards staff getting to know about children and their home lives.
- Children develop into confident talkers. Staff model language well and ask probing questions that give children a chance to think. They use creative ways to initiate conversations with their key children, such as sharing photographs of themselves as children.
- Children have high levels of emotional intelligence. They can read the feelings and emotions of others. During story time, children show empathy for the characters. As they play, children are considerate towards others and their feelings.
- Children learn about the world around them. They learn about different festivals and people who have differing needs to their own.

It is not yet outstanding because:

- The exchanging of information with other settings that children attend is not sharply focused so that all children's ongoing development is very well known.
- Staff do not currently find out information about the progress of different groups of children to fine tune their support and planning for children.

What the setting needs to do to improve further

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

- strengthen the relationships with other settings that children attend to provide more consistency in learning for children
- review the progress made by different groups of children to further enhance the programme and plan even more precisely for learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and members of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and committee members.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff and committee members demonstrate a strong understanding of their roles and responsibilities in relation to children protection. A responsible attitude towards reviewing policies and procedures and reporting any concerns has enabled staff and committee members to strengthen their practice. Recruitment and induction of new staff are robust. The committee has undertaken safer recruitment training and is stringent in its approach to checking the suitability of new staff. Parents are included in reviewing the quality of the pre-school and making ongoing improvements. They are highly involved in pre-school life, such as fundraising for new equipment and being part of the committee. Supervision meetings are supportive and enable staff to set themselves targets and identify their training needs. Staff are well qualified and bring with them a diverse range of skills and experience.

Quality of teaching, learning and assessment is good

Children are well prepared for starting school. They learn about books, and staff explain about authors and characters. Children sit and listen intently to the lively and interactive storytelling sessions. They talk about their interests and television programmes they enjoy watching at home. Staff use these interests as inspiration for planning a week of den building and rescuing toy animals trapped in ice. Children who receive additional funding make good progress in their learning. Children who have special educational needs and/or disabilities receive excellent support. Staff work collaboratively with parents to provide additional resources and strategies to enhance learning. The assessments that staff make are accurate and help to identify children's next steps in development. Children enjoy expressing themselves through their artwork. They use balloons rolled in paint to make patterns and observe the different colours and effects they create.

Personal development, behaviour and welfare are good

Children's behaviour is consistently good. They form close relationships with their key person and are secure and settled. Highly effective ways of managing changes for children, such as when key people go on maternity leave and when children start school, support their well-being. Children have a wide range of opportunities to develop their physical skills. Outdoors, they balance on bridges and climb into large tyres, learning how to keep themselves safe. Indoors, children use large wooden frames to thread string, making patterns, and cut shapes out of paper. Staff talk to children about healthy eating. They help to prepare snacks, such as peeling carrots and pouring cups of milk.

Outcomes for children are good

Children make good progress in their learning and development. They are confident, highly sociable and willing to learn. Children express their imagination as they talk about their ideas. They suggest how a wooden square resembles a cat flap but is too large, so could be a cow flap. Children talk about this and their awareness that cows eat their dinner in the fields not inside the house so they would not need a flap. They go on to talk about farming and their extensive knowledge of animals.

Setting details

Unique reference number	EY100478
Local authority	Central Bedfordshire
Inspection number	1064251
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	24
Number of children on roll	37
Name of registered person	Aspley Guise Pre-School Committee
Registered person unique reference number	RP905302
Date of previous inspection	18 June 2013
Telephone number	01908 584219

Aspley Guise Pre-School was registered in 2002. It operates from a dedicated unit adjacent to Aspley Guise Lower School, and is managed by a voluntary committee. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including the manager and a further member of staff who are qualified teachers. The pre-school opens Monday to Friday, term time from 8.45am until 11.45am and from 12.15pm to 3.15pm, with the option of a lunch club from 11.45am to 12.15pm. The pre-school runs an out-of-school club from 3.30pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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