

Bradwell Common Pre School

125 Bradwell Common Boulevard, Bradwell Common, Milton Keynes,
Buckinghamshire, MK13 8DY



Inspection date

21 February 2017

Previous inspection date

7 May 2014

| 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 leaders and the manager effectively organise and run the pre-school. They successfully monitor and evaluate the quality of the provision and make ongoing improvements that help raise outcomes for children. They keep themselves and staff up to date with current early years practice.
- Staff make regular observations and assessments of children's development and know children well, including how they like to learn and their favourite activities. All children make good progress from their starting points and they develop a broad range of skills for their future learning.
- Children arrive confidently and settle well. They know the arrival routines well, such as finding their names and putting them on the board. Children form positive relationships with staff, who they greet very warmly and are pleased to see. For example, after their half-term holiday they are keen to chat to them and share their news.
- Children develop their independence effectively. For example, they learn to manage tasks for themselves, such as serving their snack and pouring their drinks.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to support some children, in particular those who are less sure of what to do, to involve them more fully in ongoing and purposeful play.
- At times, some activities are not sufficiently challenging for the most-able children to extend their learning to a higher level.

What the setting needs to do to improve further

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

- take all possible steps to support children, in particular those who are not so sure of what to do, to involve them more consistently in ongoing, purposeful play and activities
- develop the support for the most-able children to challenge their learning to a higher level.

Inspection activities

- The inspector observed children's and staff's interactions and their play and activities indoors and outdoors.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her and the pre-school chairperson.
- The inspector spoke to parents to gain their views.
- The inspector sampled a range of documents, including staff and committee suitability and training records, children's development records, planning and assessment information, and policies.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of the leadership and management is good

Leaders provide effective ways for the staff and committee to develop their knowledge, skills and understanding. For example, they provide access to an online training system. Staff use information gained from their professional development well, such as to support children's well-being. For example, they shared information about healthy eating with parents and reviewed the snacks provided, including portion sizes and sugar content. In addition, they discuss the importance of eating healthily with children. Safeguarding is effective. Recruitment procedures are robust and staff's ongoing suitability is checked. The premises are secure and regularly checked. Staff understand their responsibilities to keep children safe and know how to manage any concerns about their welfare.

Quality of teaching, learning and assessment is good

Training in using different types of assessments helps the manager and staff monitor children's well-being and progress effectively, including their communication and language development. They quickly address any gaps in development when needed. Staff support children's language skills well, including those who are learning English as an additional language. For example, they listen to children carefully, give them time to think and respond, and teach them new words. Staff provide interesting items for children to explore, such as natural resources in the home corner. They teach children about mathematical concepts well. For example, they helped children learn about numbers and correspondence through counting balls made of dough on to numbered plates. Staff involve parents successfully in their child's learning. For example, they provide written two-way diaries and books to read and share at home, which helps parents continue their children's learning.

Personal development, behaviour and welfare are good

Children are supported effectively when they start at pre-school and move on to school. Well-established relationships with the school support children securely. For example, children visit the school regularly for events and meet the teachers while being supported by the familiar pre-school staff. Children behave well. They learn to wait their turn, share and take turns with the toys. Children develop control and coordination, such as learning to use large and small equipment safely. They learn about themselves and others in the world, including through using resources that reflect their own and others' differences.

Outcomes for children are good

Children are well prepared for their next stage in learning and for school. Overall, they are interested and motivated learners who enjoy their play and activities. Children listen and concentrate well, such as during group story times. They develop good early writing skills. For example, older children confidently write their names on their pictures. Children are creative and imaginative, freely painting their own designs.

Setting details

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|--|---|
| Unique reference number | 141875 |
| Local authority | Milton Keynes |
| Inspection number | 1068525 |
| 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 | 35 |
| Number of children on roll | 37 |
| Name of registered person | Bradwell Common Playgroup Committee |
| Registered person unique reference number | RP517355 |
| Date of previous inspection | 7 May 2014 |
| Telephone number | 07785 781731 |

Bradwell Common Pre School opened in 1984. It operates from a community centre in Bradwell Common, Milton Keynes. The pre-school is open during term time only on Monday, Tuesday and Thursday from 9am to 3pm and on Wednesday and Friday from 9am to midday. It is run by a voluntary committee. The nursery receives funding to provide free early education for children aged two, three and four years. There are five members of staff who work with the children. They all hold relevant qualifications to at least level 3 and the manager has a qualification at level 4.

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