

New Millside Pre-School

Broughton County First School, Narbeth Drive, Aylesbury, Buckinghamshire, HP20 1NX



Inspection date

21 February 2017

Previous inspection date

22 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

- Children are well-mannered and have good behaviour. For example, staff encourage children to be polite and use words such as 'please' and 'thank you'.
- All staff are vigilant and understand the importance of keeping children safe. They know the procedure to follow should they have any concerns about a child's well-being.
- Children are very eager to explore. Staff plan effectively for children's individual needs and abilities, and all children make good progress.
- The manager has an accurate understanding of what the pre-school does well and where improvement is needed. Partnerships with parents and other professionals support children's good progress, including those at risk of delay.
- The manager monitors children's progress well, including children who require additional help and children who receive funding. She effectively identifies any gaps in their learning and provides support to help them catch up.

It is not yet outstanding because:

- The manager does not consistently monitor staff practice as effectively as possible to identify how best to continually enhance the good quality teaching.
- On occasion, staff do not recognise when to encourage children to complete tasks for themselves to develop their independence.

What the setting needs to do to improve further

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

- extend the arrangements to monitor and support staff's practice to enhance their good-quality teaching skills even further
- make better use of opportunities to support children to manage tasks independently.

Inspection activities

- The inspector toured the premises and observed the children playing.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Boparai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager completes thorough risk assessments of the premises and deploys staff effectively to meet adult to child ratios, supervise children well and meet each child's needs. The manager uses good recruitment procedures, monitored by the committee. She ensures all staff understand the policies and procedures to help guide their practice, such as dealing with, and reporting, accidents or concerns about children's welfare. Staff use what they learn on training courses to help improve outcomes for children. For example, they have improved the provision to support the youngest children to take part in activities of their choice more effectively.

Quality of teaching, learning and assessment is good

Staff carry out assessments of children's development and have a clear understanding of their next steps in learning. Staff use what they know, alongside children's interests, to inform the planning of activities. For example, staff plan time for children to take part in activities that support their listening skills. Children enjoy listening to sounds and guessing what they are. Staff support children's pronunciation of new words they hear. Staff help children learn to use a variety of tools and to develop good coordination in preparation for early writing. For example, they encourage children to explore with paint to create different patterns, and children enjoy drawing roads with chalks outdoors for their bikes to go around.

Personal development, behaviour and welfare are good

Children are happy and emotionally secure at the pre-school. Staff have very positive relationships with parents, which helps to support children's emotional well-being. Staff are very supportive, helping all children to settle quickly and enjoy learning. For example, they introduce a visual timetable to help children feel more reassured about what will happen next. Staff praise and celebrate children's achievements and help boost their confidence and self-esteem. Children have plenty of opportunities for fresh air and are physically active. For example, they ride wheeled toys and enjoy using the climbing frame.

Outcomes for children are good

Children settle quickly to play and are motivated to learn. They concentrate and persevere to solve problems. For example, children work out how high to build towers to make them the same height as themselves. Children are active learners and become engrossed in activities and concentrate for extended periods of time. For example, children particularly enjoy spending time exploring the computer mouse, moving it around to make an action happen in the game they are playing. Children learn a good range of skills that prepare them well for their next stage in learning and school.

Setting details

Unique reference number	EY380796
Local authority	Buckinghamshire
Inspection number	1084723
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	26
Number of children on roll	54
Name of registered person	New Millside Pre-School Committee
Registered person unique reference number	RP520959
Date of previous inspection	22 May 2014
Telephone number	01296 489457

New Millside Pre-School registered in 2008 and is run by a committee along with managers. It is open Monday to Friday term time only from 9am to 3.30pm. There are 12 staff, including the manager. One member of staff has qualified teacher status and nine others hold qualifications at level 2 or above. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

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