

# Marlow Bottom Pre-School CIO



The Village Hall, Marlow Bottom, Marlow, SL7 3NA

<b>Inspection date</b>	21 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
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 provider works proactively with the extremely dedicated manager, who is highly successful in her evaluation of the quality of care and learning. She continually strives to ensure her highly committed staff team has the skills to meet the needs of all children.
- The provider's policies, procedures and risk assessments are robust and significantly guide staff practice in supporting children's health, safety and well-being.
- Staff understand children's starting points very well. They plan interesting and challenging experiences for children. They interact warmly and monitor the progress children make well. Children make good progress.
- Children benefit from regular opportunities outdoors. They explore confidently. Children's behaviour is positive throughout the day. They fully understand their routines and have warm bonds with staff. Children are motivated to learn and enjoy their play.

### It is not yet outstanding because:

- Staff miss some opportunities to support children to test out their ideas and solve problems and to predict and suggest why some things happen.
- Staff do not routinely extend children's awareness of literacy, such as using books for different purposes.

## What the setting needs to do to improve further

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

- increase opportunities for older children to expand their thinking skills and problem-solving abilities during activities and help them predict what may happen and why
- encourage children to use books in different ways to extend their interest and curiosity in early literacy.

### Inspection activities

- The inspector observed staff and their interactions with children, as children played indoors and outdoors.
- The inspector spoke with children, parents and staff. She read feedback from parents and took this into account.
- The inspector met with the manager. She discussed the staff's skills and plans for future improvement and how the manager reviews the quality of children's learning.
- The inspector and manager completed a joint observation. They discussed how staff plan for children's next steps.
- The inspector sampled the provider's documentation and children's records.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The provider has comprehensive systems for recruitment and training to ensure all staff are suitable for their roles. The enthusiastic manager is proactive and confidently leads the staff team. She ensures her staff monitor the quality of the learning environment and children's emerging interests stringently. She has made significant improvements in how staff plan for children's learning, in particular innovatively addressing identified gaps in how staff teach mathematics and literacy. Teaching in these areas is rapidly improving. The provider and manager strive to help staff update their skills. For example, staff have researched how to help children develop language and communication skills. Changes in teaching have had an incredibly positive impact on the outcomes for children. Children are effective communicators. Safeguarding is effective. The provider and manager ensure staff have an excellent understanding about how to protect children, including those who may be at risk from extreme behaviours or views.

### Quality of teaching, learning and assessment is good

Staff confidently extend activities to support children to remain engaged in their play. They interact well and have a good understanding of children's individual next steps. Parents are positive about their children's learning. They explain that children learn to take risks safely during forest school sessions. Parents have good relationships with their child's key person. They say staff regularly update them about their child's progress and share ideas to extend their learning at home. Staff confidently assist children that may require additional support and intervene to help extend their progress. Staff establish good partnerships with other professionals involved in children's care. Together, they provide consistent support for children's learning and development.

### Personal development, behaviour and welfare are good

Staff are good role models. They strengthen children's awareness of the differences found in the wider world. For example, staff promote ecological topics, alongside forest school activities to help children learn more about natural habitats, global citizenship and other languages. Staff work closely in partnership with schools to ensure that children are ready for the next stages in their learning. For example, they are supportive of children's independence in relation to children's toileting and hygiene skills. They encourage older children to recognise their name and to put on shoes and sun hats independently.

### Outcomes for children are good

Children show motivation to learn. For example, children listen as staff play instruments, identifying different sounds that denote various ways to move, such as 'stomping as an elephant' or 'floating as a butterfly'. Younger children talk about the weather during story time and use language, such as 'windy' to show awareness of what a kite needs to fly. Older children demonstrate good physical skills and an awareness of safety as they use scissors. They can identify their names and some can write them too. Children show mathematical understanding of more and less and can select numbers for representation.

## Setting details

<b>Unique reference number</b>	EY482112
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1005905
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Marlow Bottom Pre-School CIO
<b>Registered person unique reference number</b>	RP534034
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01628 478219

Marlow Bottom Pre-School CIO re-registered in 2014 as a charitable organisation. It operates from Marlow Bottom Village Hall in Marlow, Buckinghamshire. The pre-school operates during term time only on Monday, Tuesday, Wednesday and Friday, from 9am to 3.30pm and on Thursdays from 9am to midday. The pre-school employs 11 staff members, including an administrator. Of the 10 staff employed to work with children, seven hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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