

Great Holm Pre-School

87 Kensington Drive, Great Holm, Milton Keynes, Buckinghamshire, MK8 9AY



Inspection date	6 September 2017
Previous inspection date	4 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager has worked well to improve the provision since the last inspection. She has addressed previous weaknesses and continues to review and improve practice.
- The manager successfully monitors the quality of staff's teaching and helps them improve their skills. For example, she has supported staff well to improve their teaching of mathematics and this is now a strength of the setting.
- Staff organise the day well so that children's learning is not interrupted unnecessarily. Children show that they are keen learners who become very involved in their self-chosen learning. They make good progress from their starting points.
- Staff are highly responsive to children's changing needs. For example, they quickly notice which children need extra cuddles or reassurance. Children develop confidence to explore their surroundings, safe in the knowledge that staff are there if needed.
- Children's behaviour is really good. They also develop strong leadership skills. For example, older children confidently teach younger children about the 'golden rules' and children take the responsibilities of being chosen as a 'special helper' very seriously.

It is not yet outstanding because:

- Staff do not find out as much as they could about children before they start to help them settle even more successfully. For example, staff do not check that they have all the information they request from parents about families' home languages.
- Although the manager tracks the progress of individual children well, she does not check the progress of different groups of children as thoroughly so that she can quickly identify and close any gaps in learning.

What the setting needs to do to improve further

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

- gather more information about children's skills and needs before they start pre-school to enable staff to help them settle and start learning even more effectively
- monitor the progress made by different groups of children more closely to precisely identify and rapidly close any gaps in achievement.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at documentation, including policies and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager takes thorough measures to ensure the suitability of staff to work with children. She ensures all staff maintain a secure understanding of their role in safeguarding children and know what to do if they have concerns to protect a child's welfare. She ensures that the premises are safe and keeps accurate attendance records at all times. Overall, partnerships with parents are good and supportive. Staff keep parents well informed about their child's progress and parents report that staff are approachable and helpful. The manager has reached out to link with many other professionals to build useful partnerships. For example, she works with other professionals to review her provision and make ongoing improvements. She ensures that any additional funding is used appropriately for individual children and that any of these children who are not making secure progress are quickly identified and supported well.

Quality of teaching, learning and assessment is good

Staff make good use of their qualifications, knowledge and training to deliver consistently good teaching. They use their accurate assessments of each child's progress to plan activities that will capture their interest and excite them to learn. For example, children enthusiastically use mathematical language as they work with staff to make pretend cakes and ensure all their friends can have a slice. Staff consistently promote children's language skills. For example, they model clear language and read stories on request throughout the day.

Personal development, behaviour and welfare are good

Staff are very successful at helping children develop into confident and responsible young people. For example, older children are very proud to take turns to help with daily tasks and to ensure that other children have friends with whom to play. Staff understand that starting pre-school is a big step for children and parents. The impact of gaps in staff's understanding of some children's home language is significantly lessened by the sensitivity and kindness of staff and the high priority they give to helping children settle. Staff meet children's physical needs very well too. For example, they ensure snacks are healthy and that children enjoy lots of outdoor, energetic play.

Outcomes for children are good

Children gain a wide and varied range of skills in preparation for their future learning. When the time comes to start school, they manage the move confidently and successfully. All children learn to make friends and consider the needs of each other. They learn about their local community and the wider world. They develop their communication and physical skills and make good progress in their literacy and mathematical development.

Setting details

Unique reference number	141778
Local authority	Milton Keynes
Inspection number	1082580
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	36
Name of registered person	Great Holm PreSchool Committee
Registered person unique reference number	RP909354
Date of previous inspection	4 January 2017
Telephone number	01908 566459

Great Holm Pre-School registered in 1989. It is located in Great Holm, Milton Keynes. The pre-school is open Monday to Friday from 9.30am to 2.45pm, during term time only. The pre-school also offers a breakfast club from 8.30am to 9.30am. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs six staff and, of these, four hold relevant qualifications at level 3. One member of staff holds a level 2 qualification.

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