

# Thornborough And Nash Preschool



The Pavilion, Sir Henry Moore Playing Field, Back Street, Thornborough,  
Buckinghamshire, MK18 2DH

**Inspection date** 2 October 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		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 provide a very welcoming learning environment for all children. Children settle quickly and show consistently high levels of well-being. They tell visitors that they really like attending the pre-school.
- Overall, staff help children learn and develop well. They observe children carefully and build well on their emerging interests and skills. Children make good progress from their starting points.
- Staff are very successful at helping children become independent and confident to do things for themselves. For example, children enjoy completing tasks that come with the role of 'helper for the day'.
- Staff are especially successful at teaching children about the natural world and the local environment. Children thoroughly enjoy the regular opportunities to play outdoors and to make visits to local woodlands.

### It is not yet outstanding because:

- The manager does not monitor the quality of teaching or review other aspects of the provision precisely enough to take the overall quality to an even higher level.
- Staff do not plan for some times of the day as well as they do for other times, for example, before and after mealtimes. At these times, the teaching and learning are less effective and children engage at a more-routine level.

## What the setting needs to do to improve further

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

- develop the use of monitoring and reflection to improve the quality of teaching and practice to an even higher level
- improve planning, such as around daily routines, to help ensure that children are consistently provided with good levels of challenge throughout the day and to build further on the good progress that they make.

### Inspection activities

- The inspector observed children and staff indoors and outdoors and accompanied them on a walk in the local community.
- 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. Staff have a thorough understanding of their role in safeguarding children. They know who to contact if they have concerns about a child's welfare. The manager provides staff with regular opportunities to discuss their performance and update their skills. Staff use their improved knowledge well to enhance children's learning. For example, they have developed more opportunities for children to learn about the natural world. The manager closely monitors the progress of all children, including those in receipt of additional funding, to help ensure that all children make good progress. The manager maintains a range of documentation and is aware of the need for this to be available for inspection.

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

Staff work well with parents to establish the skills that children already have when they start. They use this information well to make accurate, ongoing assessment of each child's progress to meet their developing needs. Staff quickly identify where children may need extra help and work well with other professionals to ensure children receive the additional support they need. Children are keen and inquisitive learners. Staff follow their interests well and, overall, provide good levels of challenge that help children continue to enjoy learning and make progress. For example, staff build on children's interest in a pretend game of 'hospitals' to help them write signs and posters to practise their developing writing skills. Staff note children's excitement at finding an unusual insect outside and provide magnifying glasses to help them observe more closely and describe what they can see.

### Personal development, behaviour and welfare are good

Staff meet children's physical needs well. For example, children have plenty of opportunities to play in the fresh air. Staff are very successful at meeting children's emotional needs. They successfully help children to build a positive view of themselves as capable young people. For example, children are confident to climb over fences and gates for themselves, safe in the knowledge that trusted adults are nearby to help if needed. Staff are good role models. They provide consistent and positive support to children as they learn to manage their emotions, and children respond by behaving well, and being polite and very welcoming to each other and to visitors.

### Outcomes for children are good

Children develop a strong set of skills in preparation for their future learning, including the move to school. They learn to keep themselves safe and to listen to adults. For example, they follow staff instructions to cross the roads safely. They develop a secure understanding of counting, numbers and shapes. For example, they count their steps and recognise numbers and shapes on a walk. Children develop inquisitive minds. For example, they closely examine items they find in the woods and ask questions about them to further their understanding.

## Setting details

<b>Unique reference number</b>	EY493043
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1026212
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Nash and Thornborough Playgroup Committee
<b>Registered person unique reference number</b>	RP903034
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07814 137265

Thornborough and Nash Preschool re-registered in 2015. The pre-school is situated in the village of Thornborough, Buckinghamshire. It is open from 9am to 3pm on Monday to Friday, during term time only. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. The provider employs four members of staff. The manager holds a relevant qualification at level 6. Of the three other staff, two hold level 3 qualifications and one holds a level 2 qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

