

Old Stratford Pre School

The Community Centre, Deanshanger Road, Old Stratford, Milton Keynes, MK19 6NL



Inspection date

14 December 2017

Previous inspection date

5 June 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 supportive manager enthuses her staff to improve their teaching skills and professional knowledge. As a result of professional development, staff's practice with regard to their support for children's communication and language development is particularly strong.
- The well-established staff team are attentive to children as they play. They deploy themselves efficiently to ensure all children engage well in activities.
- All children make good progress in their learning and development. Any gaps in learning of children who require additional support are effectively closed in response to targeted interventions. The special educational needs coordinator and manager work well together to engage other professionals when appropriate, including private consultants.
- Staff focus well on supporting children's emotional well-being. Children's behaviour is very good and on occasion, exemplary. For instance, they offer to help each other with challenging tasks and initiate sharing of favourite toys.

It is not yet outstanding because:

- Staff do not make the most of their information gathering from parents regarding their children's development when they first start, to help make their initial assessments as prompt and accurate as possible.
- The manager has not fully embedded her tracking of progress of different groups of learners to give the management team the best possible information to help children make rapid progress in their 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 specific information from parents about their child's development when they first start, to help the initial assessments of children's abilities to be as accurate and prompt as possible
- continue to develop the monitoring of different groups of children, in order to increase understanding of how children's learning might be extended even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector sampled a range of documentation, including staff suitability checks, risk assessments, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector carried out a joint observation of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures her staff know how to identify a child protection concern and the appropriate reporting procedures, including whistleblowing. Robust recruitment, induction and supervision procedures help ensure staff are suitable and have a good understanding of their roles. The manager works alongside staff and she continuously monitors and reviews their practice to help them improve, such as through observations. Partnerships with parents are strong and parents highly praise the setting for the care their children receive. Parents receive regular information about their children's learning and development and they are encouraged to contribute their own observations of their children's play at home through the pre-school's online system. Strong links with other settings that children attend, such as childminders, help ensure good continuity for children.

Quality of teaching, learning and assessment is good

Key persons observe their key children and identify next steps in their learning to help them make good progress. Additionally, once a term, individual children benefit from a week when all staff focus on getting to know them more and target support for their learning. Staff provide an interesting range of activities linked to children's interests, so that children are motivated to learn. Staff effectively support children's creativity by encouraging them to be imaginative, such as when playing in the role-play area that is set up as a Christmas parcel service. Staff recognise opportunities to link children's learning, such as when they encourage children to write names on the parcels they have wrapped, using good cutting skills. The staff are skilled at giving children time to respond to their instructions and questions. Staff regularly introduce opportunities for children to gain good mathematical skills. For example, they talk to children about the shapes of blocks that they are using to build and help children to count them.

Personal development, behaviour and welfare are good

Staff are alert to children's physical needs and ensure children follow healthy lifestyles. They give parents advice on how to provide healthy packed lunches. Children have ample opportunities to engage in physically exerting play, both indoors in the hall and outside in the garden. Staff promote children's confidence, self-esteem and independence well. For example, children help themselves to drinks and receive regular praise for their efforts. Staff help children to value each other's differences and learn about other cultures.

Outcomes for children are good

All children, including those in receipt of funding, gain skills ready for the next stages in their development, including their move on to school. Children are confident learners. They learn to work together and make good friendships. Children develop their muscle skills in many ways. They enjoy painting pictures, and learn to pedal bicycles. Older children count and recognise shapes. They learn to read and write their names and the sounds represented by letters. Children have fun in this warm, welcoming setting.

Setting details

Unique reference number	219885
Local authority	Northamptonshire
Inspection number	1087664
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	27
Number of children on roll	32
Name of registered person	Old Stratford Pre School Committee
Registered person unique reference number	RP903934
Date of previous inspection	5 June 2014
Telephone number	01908 260664

Old Stratford Pre-School opened in 1989. The pre-school opens Monday to Friday during school term time. It operates sessions from 8.30am until 11.30am and midday until 3pm, with an optional breakfast club from 8am until 8.30am and a lunch club from 11.30am until 12.15pm. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school provides funded early education for three- and four-year-old children.

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