

# The Big Top Pre-School (Buckingham Park)

Buckingham Park Community Centre, Jubilee Square, Aylesbury, Buckinghamshire,  
HP19 9DZ



<b>Inspection date</b>	10 January 2018
Previous inspection date	8 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 new manager has been proactive in evaluating the pre-school to identify areas for change and improvement. She and the committed staff members work well as a team. They provide enthusiastic, skilful support and effectively promote children's good progress.
- Key persons know their children very well. They make good use of children's individual interests and abilities to plan for the next steps in their learning.
- Parents are impressed with their children's progress. They praise staff for their diligence in sharing information about their children's achievements and well-being.
- Children's physical development is promoted well. They have daily opportunities to be physically active inside and outside. They manipulate tools, such as tweezers, with confident skill.
- Children learn to be independent. They help with daily routines, such as tidying away. They pour drinks and put on their coats for outdoor play.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to help children to learn more about their own community and other communities outside their own experience.
- At times, staff do not organise whole-group activities effectively to fully engage children taking part.
- The provider has not implemented ways to track and analyse the progress of different groups of children to help to target teaching more effectively.

## What the setting needs to do to improve further

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

- make the most of all opportunities to help children to learn more about their own community and other communities outside their own experience
- enhance the planning of large-group activities so that all children are engaged and challenged to the highest level
- expand the monitoring and analysis of children's learning, to include the progress of the different groups of children who attend, to help to target teaching more effectively.

### Inspection activities

- The inspector observed the activities to evaluate the quality of teaching and the impact this has on children's learning. She completed a joint observation with the manager.
- The inspector had meetings with the owner of the nursery and the manager. She looked at the pre-school's action plan for improvement.
- A selection of documents was checked, including children's records, some policies and procedures and evidence of staff suitability and qualifications.
- The inspector spoke to a number of parents to find out their views. She looked at the results of surveys and some testimonials from other professionals.
- The inspector spoke to staff and children at convenient times during the inspection.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The owner implements secure recruitment processes to ensure staff are suitable to work with children. She is conscientiously monitoring the pre-school while the new manager develops her leadership skills. New staff have experienced mentors allocated to help them through the induction process. Staff's professional development is encouraged. Those attending training share what they have learned to help others to enhance their knowledge. Managers and staff have regular safeguarding training. They demonstrate a good understanding of the procedures to follow if there are concerns about a child's welfare. The pre-school has well-established partnerships with local schools, which helps staff to support children as they move into Reception classes. Staff, children and parents are asked for their views to help to develop the provision.

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

Staff make regular assessments on individual children's development. They plan a well-balanced programme of activities that children enjoy. Staff support children to take acceptable risks. For example, they help children to construct walkways with planks and blocks. They talk about the possible hazards and ask children how they can make them safe to walk on. Children learn about mathematical concepts. They sort objects into size and colour. Staff sing counting songs with them and help them to arrange numbers on a magnetic board. Resources are well organised so children can make choices and follow their interests. Staff support children effectively during activities. For example, they extend children's learning through conversation and timely questions.

### Personal development, behaviour and welfare are good

Children have good relationships with staff. The youngest children who need more emotional support are nurtured and cared for well. Recent staff changes have been sensitively managed to maintain children's sense of security. Staff collect detailed information from parents when children first start to support their entry into the pre-school. Staff expertly support children who need help with managing their behaviour. They offer children good role models and use effective strategies, such as emotion cards, to help children to express their feelings. Staff teach children about good eating habits. They encourage healthy food choices and talk to children about the benefits of fresh fruit and vegetables.

### Outcomes for children are good

Children make good progress from their starting points, including those receiving additional funding. They develop the key skills they need to help them to be ready for the next stage of their education. Children build friendships and play cooperatively with others. Older children help the younger children and show they care about each other. Children make marks in varied ways as, for example, they enthusiastically use big brushes to paint water onto the fences. Children enjoy books and join in with familiar songs and rhymes.

## Setting details

<b>Unique reference number</b>	EY457207
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1071537
<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>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Big Top Nursery Limited
<b>Registered person unique reference number</b>	RP532797
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	07769 979593

The Big Top Pre-School (Buckingham Park) registered in 2012. It is one of three settings owned by the same provider. The pre-school is open each weekday during school term times. On Monday and Friday opening times are 9.15am to 12.15pm. On Tuesday to Thursday opening times are 9.15am to 2.15pm. There is an option for a breakfast club from 8.30am. The pre-school provides early education places for eligible two-, three- and four-year-old children. There are nine staff who work directly with children. Of these, five hold qualifications at level 5 or level 3. One staff member is working towards a childcare qualification. The owner of the pre-school holds early years professional status.

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