

# Come and Play Pre-School

Methodist Church Hall, Penn Road, Hazlemere, High Wycombe, Buckinghamshire,  
HP15 7LS



**Inspection date** 11 January 2018  
Previous inspection date 19 May 2015

<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 manager and staff focus very well on helping children acquire good levels of speech, understanding and early literacy skills.
- Children each have a key person who knows them well. Staff share children's development with children's parents. They plan together using what children already know and can do at home, to help children make good progress in their learning.
- Children are confident and independent learners. Newer children gain confidence to join in and learn with the help of their key person. Children build good relationships with all staff.
- Children are learning the skills they need for school. They behave well, learn to negotiate and take turns. Children are polite and kind to each other and they enjoy playing and learning with their friends.
- The dedicated manager evaluates the provision for children well. She tracks the children's progress and where children require some additional help, she uses funding for specialist activities. For example, a fitness instructor has provided activities for children to work in pairs that helped a child who lacked confidence to join in and move confidently on to school.

### It is not yet outstanding because:

- Sometimes staff do not give children time to absorb the questions asked or move on too quickly before children can work out how things work.
- On occasions, staff do not build on children's good understanding of hazards and risks to help them learn to take appropriate steps to keep even safer.

## What the setting needs to do to improve further

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

- give children more time to absorb questions and think, to work out how things work and express their ideas
- build on children's good understanding of hazards and risks to help them learn to take appropriate steps to keep safe.

### Inspection activities

- The inspector held discussions with the manager about staff's suitability.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including safeguarding policies, staff's training and children's development records.
- The inspector completed a joint observation with the manager.
- The inspector observed the staff's teaching and interaction with children.

### Inspector

Ruth George

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads the staff team well. She ensures all staff have a thorough understanding of child protection and wider safeguarding issues. The manager provides a good training programme to reinforce staff's good safeguarding knowledge annually. The manager has robust recruitment and induction procedures and continues to monitor staff's suitability throughout the year. Safeguarding is effective. The manager monitors teaching and provides feedback to help staff build on their skills. For example, she helps staff reflect on their practice and identifies specialist training to support their professional development, which benefits children.

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

Staff plan extremely good activities that support children's early skills to help them read and write. For example, they provide children with regular exercises, including intricate finger movements to support early writing. Staff promote children's understanding of the shapes and sounds of letters during small-group activities. When children are ready, staff help children use letter sounds to read words. Staff teach children early mathematics. Children learn to count and the language for size and shape. Staff teach children complex skills, such as the difference in properties of cubes made of wood and sugar. Children were mesmerised as they watched coloured water seep into a tower of sugar cubes making the tower dissolve and collapse while the wooden cubes stood firm.

### Personal development, behaviour and welfare are good

Staff help children develop into kind and considerate individuals. Children and their families build good relationships with key persons and other staff. Staff teach children about choice and fairness. For example, children sing the song with the highest votes. Staff work well with parents and other professionals. For example, they bring together parents and speech therapists so children get the additional support they require to catch up with their peers. Staff promote children's good health, for example, with daily fresh air and exercise. Children learn to balance, climb, throw balls and roll hoops with precision. They manoeuvre ride-on toys, negotiating space well. Staff are good role models who praise children for their efforts and achievements. Children develop a sense of pride.

### Outcomes for children are good

All children, including children who have special educational needs (SEN) and those who receive funding, make good progress from their starting points. Children make particularly good progress in gaining communication and language skills. They are confident communicators and follow simple instructions. Older children write their names to label the pictures they have drawn. Children are independent and develop well socially. They enjoy playing with their friends and have vivid imaginations. Their pretend play uses their experiences from home and pre-school to tell stories dramatically that they build on as they play. Children learn a good range of skills that prepares them well for school.

## Setting details

<b>Unique reference number</b>	EY242907
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1091530
<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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Come and Play Preschool Committee
<b>Registered person unique reference number</b>	RP520929
<b>Date of previous inspection</b>	19 May 2015
<b>Telephone number</b>	01494 814606

Come and Play Pre-School registered in 2003. It operates from the Methodist Church Hall in Hazelmere, Buckinghamshire. The pre-school opens five days a week during school term time. On Monday, Wednesday and Friday sessions are from 9.15am to 1.15pm, and on Tuesday and Thursday sessions are from 9.15am to 2.45pm. The pre-school receives funding to provide free early education to children age two, three and four years. There are four staff working with the children, all of whom hold a childcare qualification at level 3.

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