

River Meadow Pre-School

Thames Drive, NEWPORT PAGNELL, Buckinghamshire, MK16 9DS



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| Inspection date | 16 January 2018 |
| Previous inspection date | 20 November 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

- Parents speak very highly of the pre-school staff. They say they are very pleased with the progress their children make, particularly in developing confidence and communications skills.
- Staff give children's emotional security high priority. They provide a comprehensive settling-in process in accordance with children and their families' needs.
- Partnerships with external agencies and health professionals are strong. Effective communication and cooperative working ensure that staff support children and their families well.
- The manager monitors children's progress effectively. She identifies any gaps in children's learning and staff plan support to help them catch up quickly.

It is not yet outstanding because:

- Occasionally, during some whole-group activities, children sometimes wait unnecessarily to start activities and so become a little restless and lose enthusiasm.
- The manager does not focus support precisely to enhance teaching practice. For example, at times, teaching does not take account of the ages and abilities of the children to help extend their learning.

What the setting needs to do to improve further

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

- review the organisation of whole-group activities to minimise waiting times for children and enable them to fully benefit from the good learning opportunities available
- enhance the support for staff that strengthens their teaching practice and takes account of the ages and abilities of the children to extend their learning 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 carried out a joint observation with the pre-school manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the pre-school manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records, and she discussed the pre-school's self-evaluation document with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of how to protect children. For example, they can identify the signs of possible abuse and know whom they should contact if they have any concerns about a child's welfare. Staff undertake regular checks of the environment to ensure it remains a safe place for children. The manager uses robust recruitment, vetting and induction procedures to ensure staff's suitability to work with children. Parents express their complete satisfaction with the pre-school and its dedicated and caring staff. They comment on their children's enthusiasm to attend and the excellent support they receive as a family unit. The manager's and staff's ongoing reflection of the service they provide is effective and enables them to continually improve children's experiences and learning outcomes.

Quality of teaching, learning and assessment is good

Staff organise the vibrant learning environment well to capture children's interests and enable them to access toys and resources independently. Staff know their key children well and plan effectively for each child's individual learning, overall. Children lead their own play and choose when they wish to play outdoors, where their learning continues. Staff promote children's language development well. At story time, children are engaged and motivated, recalling the story and repeating refrains. Children are keen to join in a skittles game which encourages their recognition of numbers and helps them to learn simple addition and subtraction.

Personal development, behaviour and welfare are good

Children play in a very welcoming, inclusive environment. They arrive eager and keen to join their friends in their play. Children behave well and are polite and respectful. Children benefit from plenty of opportunities to learn about their own and other people's backgrounds. Staff teach children the importance of a healthy lifestyle effectively. Children have regular opportunities for exercise and fresh air. They demonstrate good coordination and strong physical skills. Successful links with the local schools support children to make smooth transitions when the time comes. Children demonstrate their good independence skills, such as taking responsibility for their lunchboxes and coats on arrival and taking part in the self-registration system.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their next stage of learning. They develop high levels of independence and confidence. For example, on arrival they confidently identify their names to self-register and choose with what they want to play. Children treat each other with politeness and respect, and demonstrate excellent cooperation and problem-solving skills when they work together to resolve issues for themselves. Children develop their literacy skills. They are beginning to link sounds to letters and some children can write their own name. Children learn to count and compare size.

Setting details

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| Unique reference number | EY314549 |
| Local authority | Milton Keynes |
| Inspection number | 1070718 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 78 |
| Name of registered person | River Meadow Committee |
| Registered person unique reference number | RP517361 |
| Date of previous inspection | 20 November 2014 |
| Telephone number | 01908 615 200 |

River Meadow Pre-School registered in 1986. The pre-school opens from Monday to Friday, during term time only. Sessions are from 7.45am until 3pm on Monday to Thursday, and from 7.45am to 11.45am on Friday. The pre-school employs 12 staff. Of these, eight hold relevant qualifications at level 2 to level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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