

Bledlow Pre-School

Bledlow Village Hall, Bledlow, Aylesbury, Buckinghamshire, HP27 9QF



Inspection date

25 January 2018

Previous inspection date

29 September 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

- Leadership is strong. The manager is well supported in her role by the chair of the committee. They organise the pre-school effectively to provide children with stimulating experiences to support their good progress in learning.
- The manager values her staff team who work well together. Staff benefit from regular supervision meetings and are committed to continually developing their skills and knowledge. They attend training courses and share ideas at staff meetings to help others enhance their knowledge and skills.
- Staff observe children as they play. Key persons know their children very well. They reflect children's individual interests and stage of development in planning for their next steps in learning. Children make good progress.
- Children thoroughly enjoy their time at pre-school. They arrive confidently and are eager to participate in activities. Staff form strong bonds with the children, which helps them to feel valued, well cared for and safe.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to support children's interest and understanding of mathematical concepts, such as numbers and measurement.
- Occasionally, staff tend to over-direct children during adult-led activities. This results in children missing learning opportunities to explore and develop their own ideas.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore and understand early mathematical concepts, such as numbers and measurement
- extend more opportunities for children to explore and develop their own ideas.

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 staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the provider. She looked at relevant documentation, and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The manager is well organised and passionate about her role. She gathers the views of staff and parents to help evaluate the effectiveness of the pre-school. The manager reviews children's individual progress and that of the different groups of children that attend. Analysis of this information helps her to identify any gaps in provision or where individual children may need additional help. The manager meets with local Reception teachers to understand how the pre-school can help to prepare children for the move to school. The arrangements for safeguarding are effective. Staff attend regular child protection training. They confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare. Recruitment procedures are robust to help to assure the suitability of adults working with children.

Quality of teaching, learning and assessment is good

The pre-school is a hive of activity with children engaged in purposeful play. Staff talk to children as they play. There is a strong focus on supporting children's communication and language development. Staff ask children questions and model new words to help develop their vocabularies. Children enjoy making play dough. They recognise cinnamon used to scent the dough and explain they eat it with pancakes at home. Staff ensure each child has a turn to add ingredients and mix the dough. Children talk about the 'sticky' and 'squidgy' dough as they squeeze paint bottles to add colour. This also helps to develop their control of muscles ready for early writing skills. Staff establish strong partnerships with parents, who comment positively about their children's experiences at pre-school.

Personal development, behaviour and welfare are good

Staff ensure settling-in arrangements are flexible to meet children's individual needs. This helps to build children's self-esteem and confidence. Children behave very well. They show respect for each other and the environment. Staff are consistent in calmly helping children to negotiate and share resources. They praise children's efforts and achievements. Children learn about the benefits of healthy lifestyles. For example, staff talk to them about healthy food choices and the effects of vigorous activity on their bodies.

Outcomes for children are good

Children make good progress given their starting points and capabilities. Children gain key skills and positive attitudes to support the next stage in their learning, such as the move to school. They play cooperatively together and begin to form friendships. Children learn to be independent. They help to tidy away, pour their own drinks and put on their coats and wellington boots for outside play. Children enjoy making marks and have varied opportunities to do so. For example, they use white boards and pens indoors, and paint rollers and water outdoors. Older children are beginning to write their names and recognise the sounds that letters represent.

Setting details

Unique reference number	140865
Local authority	Buckinghamshire
Inspection number	1070317
Type of provision	Sessional 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	22
Number of children on roll	32
Name of registered person	Bledlow Pre-School Committee
Registered person unique reference number	RP907445
Date of previous inspection	29 September 2014
Telephone number	01844 347 801

Bledlow Pre-School registered in 1997 and is managed by a committee. The committee employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, and one at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. There is a lunch club available on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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