

Marsworth Pre-school

Marsworth Millennium Hall, Vicarage Road, Marsworth, HP23 4LR



Inspection date

24 January 2018

Previous inspection date

11 December 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 qualified and experienced manager is well organised. She and her staff are reflective in their practice. They analyse children's progress to help to identify any gaps in provision and any areas to improve so that all children make good progress in their learning and development.
- Partnerships with parents and other professionals are very strong. This helps to provide consistency and continuity in care and learning for all children.
- Staff regularly observe and record children's achievements. They use this information to plan appropriately challenging activities to support children's next steps in learning. Children make good progress.
- Children establish strong bonds with staff. They demonstrate that they feel safe and secure. For example, they confidently give staff cuddles and sit on their laps during story time.
- Staff promote healthy lifestyles well. They encourage children to participate in physical activities, such as music and movement and parachute games. They share ideas with parents to promote healthy food choices in children's packed lunches.

It is not yet outstanding because:

- On occasion, staff allow a small number of children to dominate and shout out their ideas in group activities, resulting in some children not having the same opportunities to participate.

What the setting needs to do to improve further

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

- enhance the good teaching skills further to enable all children to have the opportunity to fully participate in group activities and share their ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 the committee 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 arrangements for safeguarding are effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare. They regularly attend child protection training and complete online research to keep their knowledge up to date. Thorough recruitment procedures are implemented effectively to help assure the suitability of adults working with children. The manager regularly reviews staff performance to help identify any gaps in their knowledge and to support their continued professional development. The team works very well together and staff are enthusiastic and passionate in their role. Parents are positive about the pre-school. They feel they are well informed about their children's progress and know how they can support their ongoing learning at home.

Quality of teaching, learning and assessment is good

Staff know the children very well. They talk to children as they play and introduce new words to help to develop their vocabulary. Children listen and confidently ask questions if they do not understand. Staff provide clear explanations to help children learn the meaning of words such as 'extinct' and 'endangered' when they discuss rare animals. Children are developing good literacy skills. For example, they are beginning to recognise the sounds that letters represent and identify rhyming words in stories they hear. Children identify the shapes of cutters they use with play dough. They concentrate as they roll and mould the dough. This helps to develop the control of muscles needed to support early writing skills.

Personal development, behaviour and welfare are good

Children arrive happily and confidently. They settle quickly and enjoy singing a welcome song at the start of the morning before they freely choose an activity. Peer friendships are emerging as children seek each other out to play with trains or the doll's house. Children thoroughly enjoy making music and moving their bodies. They follow instructions to make loud and quiet sounds. They learn about positional language as they shake scarves in front, behind and to the side of their bodies. Children begin to think about how they can play safely, such as when they use scooters and ride-on cars, in a designated space. Staff help children to prepare emotionally for the move to school. For instance, they invite Reception teachers to the pre-school to meet children and talk about what happens at school.

Outcomes for children are good

Children make good progress given their starting points and capabilities. They are confident to explore and seek each other out to share their ideas and experiences. They are becoming independent and enjoy doing things for themselves, such as pouring their drinks at snack time and clearing away their plates when they have finished. Children count confidently to 10 and are beginning to make simple addition sums. Children are gaining key skills and positive attitudes to support the next stage in their learning.

Setting details

Unique reference number	151294
Local authority	Buckinghamshire
Inspection number	1070375
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	30
Number of children on roll	35
Name of registered person	Marsworth Pre-school And Mother And Toddler Group Committee
Registered person unique reference number	RP519586
Date of previous inspection	11 December 2014
Telephone number	07506179658

Marsworth Pre-school is a committee-run group which registered in 1972. The committee employs five members of staff. Of these, three hold appropriate qualifications at level 3 and one holds a qualification at level 2. The pre-school is open on Mondays, Wednesdays, Thursdays and Fridays each week during school term times. The sessions run from 9am to 11.30am and 12.30pm to 3pm. There is also a lunch club from 11.30am to 12.30pm. The pre-school provides funded education for two-, three- and four-year-old children.

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