

# Buckingham Pre-School Playgroup

Buckingham Cricket Club, Bourton Road, Buckingham, Buckinghamshire, MK18 1BG



## Inspection date

5 February 2018

Previous inspection date

3 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

- Parents comment that they are very happy with the care and education that their children receive. They say they are very pleased with the progress they make, particularly in developing their communication and mathematical skills.
- Children are confident, behave well and build strong relationships with each other and staff. Children's views are sought when planning activities and this gives them a sense of ownership of their own learning.
- Partnerships with external agencies, health professionals and parents are strong.
- The manager has good systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they may need.
- Staff complete thorough risks assessments to help to ensure children are kept safe during their time at the pre-school.

### It is not yet outstanding because:

- Staff's assessments of children's learning do not have a sharp enough focus on identifying children's styles of learning. Therefore, they do not fully incorporate this in their planning of activities.
- Occasionally, staff do not take account of the space available when planning activities, so children cannot always fully engage or they lose enthusiasm in the activity.

## What the setting needs to do to improve further

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

- identify children's learning styles and use this information to plan more precisely for their learning
- make sure that there is enough space available for children to participate fully in activities.

### 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 understanding of the child protection procedures. The manager supports her staff well through supervisory meetings, where they jointly agree any training needs to help to improve children's learning outcomes. This supports staff to learn new skills and promotes their professional development. The manager and staff have a clear vision for the pre-school. They seek feedback from parents through surveys to help them to evaluate their service. The manager follows robust recruitment procedures and vigilantly vets all staff and volunteers to ensure their suitability to work with children. New staff receive a detailed induction to help to ensure they have a good understanding of their role and responsibilities.

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

Staff demonstrate good teaching skills. Overall, they plan a stimulating range of activities that they know children will enjoy. They extend children's knowledge and use of literacy terms, such as 'author' and 'illustrator'. Staff help children to develop their mathematical skills. For example, children search for shapes outdoors. As they find them and place them in the basket, staff ask them to calculate how many more they need to find. Children confidently count those present during registration. Staff help them to develop their early writing skills through different activities, such as making marks in sand and drawing with crayons.

### Personal development, behaviour and welfare are good

Children play in a very welcoming, inclusive environment. They behave well and use good manners. Staff promote children's self-esteem especially well. They encourage children to celebrate each other's achievements from home, as they read out 'wow' moments provided by the children's parents. Staff enthusiastically congratulate children on not using a dummy any longer and for sleeping in their new bed. Children are visibly proud and delighted that their friends can share in their successes. Children enjoy and learn about the benefits of exercise and fresh air. Staff help to enhance children's physical skills. For example, children have great fun as they knead, stretch and poke dough in time to music. Staff promote good hygiene routines, such as handwashing. Successful links with the local schools support children to make smooth transitions when the time comes. Children are encouraged to make choices, such as when they want to take their snack.

### Outcomes for children are good

All children make good progress from their starting points and are well prepared for future learning, including school. Children are confident communicators. They are beginning to link sounds to the letters they represent and some children can write some letters of their name. Children are learning the skills and attitudes they need for school. They are able to persevere to overcome difficulties, such as using pipettes to draw up water to transfer to different containers.

## Setting details

<b>Unique reference number</b>	EY299049
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1070640
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Buckingham Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP517692
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	01280 816228

Buckingham Pre-School Playgroup registered in 2005. The pre-school employs five members of childcare staff. All staff are qualified at level 3 and above. The pre-school opens Monday to Friday, term time only, from 8am until 3pm. It provides funded early education for three- and four-year-old children.

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