

Padbury Pre-School

Pre-School Building, Padbury C of E School, Main Street, Padbury, Buckingham,
MK18 2AP



Inspection date

6 February 2018

Previous inspection date

17 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

- Staff undertake regular checks of the environment to ensure it remains a safe place for children.
- Parents comment they are very pleased with the progress their children make, particularly in developing their communication and social skills. Parents receive information about their children's next steps, along with suggestions on how they can support their children's learning at home.
- The key-person system is well embedded and helps all children to build secure, caring relationships with staff, which promotes children's emotional well-being. Children are confident with high levels of self-esteem. They behave well and have a good attitude to trying new skills.
- The manager has good systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they may need. Any identified gaps in children's learning are addressed through early intervention and partnership working with external agencies, health professionals and parents.

It is not yet outstanding because:

- Staff do not always take account of the ages and abilities of children during group activities, so some children are not able to participate fully.
- On occasions, 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:

- take more account of the different ages and abilities of children so that all children can be fully involved
- make sure that there is enough space 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. Staff have an up-to-date knowledge of child protection and safeguarding issues. They are aware of the signs and symptoms of abuse and neglect. The manager provides regular opportunities for staff to reflect on their own practice. Staff are provided with training opportunities to help to extend their knowledge and acquire new skills to improve outcomes for children. The manager implements thorough procedures to ensure the safe recruitment and ongoing suitability of staff. Robust procedures are in place for when visitors come into the pre-school. For example, staff explain the pre-school's mobile phone policy. The manager's regular reflection on the service provided includes the views of children, parents and staff.

Quality of teaching, learning and assessment is good

Children have opportunities to play with a wide range of toys and resources. Overall, staff use their good teaching skills to help children to make good progress in their learning. They help children to develop their mathematical skills. For example, they ask them to count the number of pretend cakes they make during play with dough and help them to calculate how many more they need to make. Staff seize opportunities to extend children's learning. During sand play, they ask children questions to challenge their thinking and give them time to respond. They promote children's communication skills well. During play and routines, they engage children in discussions about their family and friends.

Personal development, behaviour and welfare are good

Children play in a very welcoming, vibrant environment. They enter the pre-school keen to spend time with their friends. Children demonstrate high levels of confidence as they make independent choices about their play. Children behave very well and use good manners. Staff teach children the importance of a healthy lifestyle effectively. Children enjoy spending time in the well-resourced outdoor area. They know they must put on their coat, hat and gloves to keep themselves warm and healthy. Successful links with the host school support children to make smooth transitions when the time comes. Children are learning to be independent and do things for themselves. For example, they can put on their coat and manage their own personal needs.

Outcomes for children are good

All children make good progress from their individual starting points. They are developing a positive, confident attitude towards learning. Children are confident communicators. They talk confidently at group times. They are beginning to recognise and write the initial letter of their name. Children use their imaginations well. They act out different roles during pretend play. They are developing essential key skills that will assist them as they move to the next stage in their learning, including school.

Setting details

Unique reference number	EY462062
Local authority	Buckinghamshire
Inspection number	1071558
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	17
Number of children on roll	27
Name of registered person	Padbury Pre-School
Registered person unique reference number	RP531907
Date of previous inspection	17 September 2014
Telephone number	01280 815158

Padbury Pre-School registered in 2013. It is open on Monday and Friday from 8.45am to 1pm and on Tuesday to Thursday from 8.45pm to 3pm during term time. It provides funded early education for three- and four-year-old children. The pre-school employs seven members of staff. All hold appropriate early years qualifications between levels 2 and 3.

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