

Prestwood Community Preschool

134a, Wycombe Road, Great Missenden, HP16 0HJ



Inspection date

21 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management team does not fulfil its responsibility to ensure that new trustees follow the necessary procedures, in order for Ofsted to complete all of the required suitability checks. This is a breach of the legal requirements.
- Staff do not make the most of interactions with children to consistently extend and challenge children's learning to the highest levels.
- Staff do not use all opportunities to develop the early reading skills, and awareness of words and letters, for those children that prefer to learn outdoors.

It has the following strengths

- Staff regularly assess their key children and plan a good range of focused activities to support their next steps in development.
- Partnership working with parents is strong. All staff establish positive relationships with parents and keep them fully involved in their children's learning.
- Children develop good early mathematical language and skills to support their future learning. For example, they confidently recognise numbers as they play.
- Staff effectively support children who have special educational needs and/or disabilities to make good and consistent progress in their learning. They closely liaise with outside specialists, and share strategies and ideas.
- Self-evaluation includes the views of children and parents. The manager is passionate in her role and uses data effectively to identify any areas for further development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ ensure that all new trustees follow through their roles and responsibilities to provide Ofsted with the relevant information to enable suitability checks to be completed. | 08/03/2018 |

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

- make the most of opportunities to consistently challenge and extend children's learning to the highest levels
- enhance opportunities for those children that prefer to play outdoors to further develop their early reading skills.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for ensuring that new trustees are suitable is not fully effective. Although the management team understands their responsibility to provide Ofsted with the necessary information to carry out the required suitability checks, they have failed to ensure that these are all completed as required. However, they do ensure that they complete Disclosure and Barring Service checks and trustees do not have unsupervised access to the children. Safeguarding is effective. Preschool staff have a good knowledge of the child protection procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to raise any concerns for children's welfare. The manager observes staff's interaction with children each day and provides staff with helpful advice to support their future practice. She offers professional development opportunities to help enhance outcomes for children. For example, staff have increased their skills and knowledge of how to promote children's speech and language. The manager uses additional funding effectively to meet children's individual learning needs.

Quality of teaching, learning and assessment is good

The manager closely monitors the progress of individual and specific groups of children. She identified that there was a gap in the development of writing for boys and provided further opportunities for them to make meaningful marks, which has had a positive impact on their progress. Staff organise the learning environment well and children are free to make independent choices about their play. Staff provide good opportunities for children to be creative. For example, children enjoy painting with different resources, such as sponges and rollers, and talk about the marks they make. Children enjoy exploring with play dough and other malleable materials. They learn to use tools, such as pretend hammers and saws, for a purpose and show a keen interest in investigating how things work.

Personal development, behaviour and welfare are good

Staff provide a warm and nurturing environment for children and their families. They welcome parents into the preschool and staff get to know them and their children well. Children are sociable and behave well. They are keen to help each other complete tasks and build meaningful friendships. For example, they work as a team to transport leaves to their construction site. Staff promote healthy lifestyles well and help children to develop strong physical skills. For example, children learn to balance and negotiate their way over apparatus on the obstacle course.

Outcomes for children are good

All children make good progress from their starting points. Most are working comfortably within the typical ranges of development for their age groups and are achieving their set targets. Children demonstrate positive attitudes to learning. They confidently practise new skills, such as skipping. Children learn to recognise their name and confidently use numbers. They gain a good range of skills to support their move to school.

Setting details

Unique reference number	EY492554
Local authority	Buckinghamshire
Inspection number	1030123
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	36
Number of children on roll	26
Name of registered person	Prestwood Community Preschool CIO
Registered person unique reference number	RP904383
Date of previous inspection	Not applicable
Telephone number	07826 399855

Prestwood preschool registered in 2015. It operates from a community hall in the grounds of the Holy Trinity Church in Great Missenden, Buckinghamshire. The preschool opens each weekday from 9am to 3.30pm, Monday to Thursday and on Fridays, the preschool opens from 9am to 12pm. The preschool is in receipt of funding to provide free early education for children aged two, three and four years. Six staff work at the pre-school, two of whom hold relevant qualifications to level 3 and 4 and three of whom hold level 2 qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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