

Maryland Pre school at St Leonard's

Parish centre, Glebe Way, Amersham, Buckinghamshire, HP6 5ND



Inspection date

28 February 2018

Previous inspection date

8 January 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is accurate in her self-evaluation and committed to driving improvement. Staff have good opportunities to contribute their ideas to help develop the provision even further. The manager and staff implement rigorous safety procedures and staff training includes updates about legislative changes, to ensure safeguarding is effective.
- Staff are extremely caring and supportive of children's physical and emotional needs within a warm, nurturing environment. Parents report that they believe the pre-school is a 'place where little people are genuinely cared for.'
- Staff exchange information with parents and build effective partnerships with them. Parents have complete confidence in the key person to cater for their child's needs, take the utmost care of their child and keep them safe from harm.
- The quality of teaching is good. Children benefit from enjoyable and well-planned activities, inside and outside, which staff skilfully adapt to their individual needs.
- Children thoroughly enjoy their time at pre-school. They develop good levels of confidence and a keen interest in learning. These skills prepare them well for starting school or their next stage of learning.

It is not yet outstanding because:

- Sometimes, staff do not make the best use of opportunities to extend children's understanding of number, to help them make outstanding progress in their mathematical development.
- Although staff closely monitor the progress of individual children, they do not review how well different groups of children achieve in comparison to each other.

What the setting needs to do to improve further

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

- widen opportunities for children to be challenged in their mathematical learning and their understanding of number and quantity
- strengthen the use of assessment information to check that all groups of children, such as boys and girls, are achieving as well as each other.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector spoke with staff, parents and children at convenient times throughout the inspection.
- The inspector looked at some records, including children's learning journals, staff's training certificates, accident and medication reports, and the attendance register.
- The inspector checked how well staff understand how to keep children safe.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is good

The manager ensures that staff update their knowledge and skills through team meetings and by completing training. Following recent training, the pre-school has introduced more opportunities for children to develop their knowledge of the natural environment. This has had a very positive impact, improving children's language and physical skills. All staff are committed to making constant improvements. They regularly monitor their practice, to improve their teaching and provision. Safeguarding is effective. All staff complete relevant training and update their knowledge when new guidance is introduced. Staff implement rigorous policies and strategies to minimise risks to children effectively.

Quality of teaching, learning and assessment is good

Staff promote children's learning well overall. All areas of the pre-school, including the outside area, are set up each day to provide interesting and exciting places to play and explore. Staff know the children extremely well and offer an enjoyable and stimulating learning environment. Good attention is paid to promoting children's communication and speaking skills, particularly for those who are learning English as an additional language. Children are encouraged to recognise letters and words within the daily routine, to build on their early reading skills. Planned activities link to children's interests and help to support their learning. For example, children are thoroughly enjoying exploring the theme of 'pirates'. Staff provide a wide range of supporting resources to encourage children to play imaginatively and create familiar experiences based on the theme.

Personal development, behaviour and welfare are outstanding

All children, including the youngest, develop exceptional levels of confidence, independence and emotional security. Parents confirm how very successful staff are in supporting their children, particularly those who are less confident overall. Staff make the pre-school feel 'homely.' Younger children learn exceptionally well by playing alongside older children. Staff have an exceptional knowledge of the children and their individual needs. They adapt activities accordingly and are always on hand to provide comfort and support for children when they take risks in their learning. Children's behaviour is exemplary. They show kindness and respect for each other and develop a clear understanding of right and wrong. Children have an excellent awareness of safety. Staff give them clear explanations of things they need to be careful of.

Outcomes for children are good

Children show a keen interest and curiosity in all activities. They ask questions, make comments and want to work things out for themselves. For example, children explored why ice melted quicker inside than it did outside. They offered some very good explanations based on their existing knowledge of the properties of ice and weather. All children make good progress in their learning and are prepared well for their next stage of learning.

Setting details

Unique reference number	EY234194
Local authority	Buckinghamshire
Inspection number	1085786
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	38
Name of registered person	St Leonards Church Committee
Registered person unique reference number	RP907433
Date of previous inspection	8 January 2015
Telephone number	01494 433 426

Maryland Pre school at St Leonard's operates from within the premises of a church hall in Amersham, Buckinghamshire. The pre-school operates on Monday and Tuesday from 9am to midday and on Wednesday, Thursday and Friday from 9am to 2.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight staff, five of whom hold a relevant qualification at level 2 or 3 and one member of staff has qualified teacher status.

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