

Micklefield Pre-School

Polish Club, Forest Way, High Wycombe, HP13 7JF



Inspection date	17 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 highly committed manager has an excellent understanding of her role. She is extremely dedicated. For example, she supports her staff exceptionally well with robust training and guidance to help continually evaluate the provision and improve teaching.
- Staff know children's individual needs well and understand their starting points. They interact warmly and children are keen to engage and take part in their activities. Staff plan effectively and their teaching skills are rapidly improving.
- The manager uses highly effective systems to monitor the progress children make. She utilises support and funding extremely well to ensure gaps in children's learning continue to close. She has extremely high expectations for all children attending. Her competent approach enables her to guide staff to be confident to make interventions when needed for children requiring additional support.
- Staff adhere to the manager's policies, procedures and robust risk assessments, which are regularly reviewed. Staff promote children's safety, health and well-being effectively.
- Children are motivated to learn. They have warm bonds with staff, who are excellent role models. Children's behaviour is exemplary. They show respect for each other and have a very clear understanding of staff expectations. Children make good progress.

It is not yet outstanding because:

- Although staff have identified gaps in children's literacy and mathematical development and how these are closing, they are not effective enough in using their teaching and interaction skills to encourage children's interests more effectively in these areas.

What the setting needs to do to improve further

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

- broaden further the ways staff plan and create opportunities to support children's emerging literacy and mathematical interests.

Inspection activities

- The inspector observed staff interacting with children during activities indoors and outdoors.
- The inspector spoke with children, parents and staff.
- The inspector completed a joint observation with the manager. They discussed how staff are supported in their planning for children's learning and how the manager monitors the quality of children's progress.
- The inspector met with the manager. They discussed how staff are supported in updating their skills and knowledge and how staff evaluate the quality of the provision.
- The inspector sampled the manager's documentation and children's records.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is good

The inspiring manager uses robust systems for recruitment and mentoring of staff. She has an extremely strong focus on maintaining the highest level of staff development. For example, staff embed knowledge gained from training aimed at helping them understand new ways to help children engage and participate in play, which has made a positive impact on teaching and outcomes for children overall. Safeguarding is effective. Staff have an exemplary understanding of all aspects of child protection and how to safeguard the children in their care. Work with other agencies to protect children is effective.

Partnerships with parents are well established and parental views are valued. Staff support parents to extend their children's learning at home, for example, by sharing children's favourite stories and ideas to enhance children's interest. Parents say their children are developing in 'leaps and bounds' and positively highlight improvements, such as the outdoors, that make a significant contribution to children's learning. Partnerships with others, including local childminders who share the care of some children attending, are well established and support consistency for children's care and learning well.

Quality of teaching, learning and assessment is good

Caring and attentive staff know the children well. All staff are enthusiastic and dedicated. They are confident to create some good opportunities for children's learning. For example, as children bang utensils against pans and pots they help children listen to the different sounds that emerge. Staff extend children's play. For example, when children pretend to 'cook' they encourage them to write the ingredients on chalkboards to support their emergent and developing writing skills. Staff make focused observations about children's achievements and plan for children's next steps in learning well overall.

Personal development, behaviour and welfare are good

Staff offer children an interesting and challenging environment. The newly renovated garden is used well to increase children's confidence, independence and social skills. Children play contently alongside one another. They demonstrate a good awareness of safety. For example, they understand the rules for using and playing near the ramp that separates the top and lower level of the garden. Staff encourage children to understand each other's differences and show respect for each other. For instance, children willingly wait for their turn to wash their hands prior to having their snack.

Outcomes for children are good

All children show readiness for the next stages of their learning. They enjoy their play. Younger children eagerly participate in singing rhymes. They confidently join in with the actions and are keen to choose the next song. They pretend to cook with real ingredients and learn how to peel these, while supporting their understanding of numbers as they count the number of potatoes and carrots. Older children are motivated to explore and to be imaginative. They use the natural resources and 'everyday' man-made items provided for them by staff that extend their awareness and appreciation for endless creativity.

Setting details

Unique reference number	EY498887
Local authority	Buckinghamshire
Inspection number	1051228
Type of provision	Sessional 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	26
Number of children on roll	36
Name of registered person	Micklefield Pre-School Ltd
Registered person unique reference number	RP901125
Date of previous inspection	Not applicable
Telephone number	01494 700569

Micklefield Pre-School registered in 2016 and operates from premises in High Wycombe. The pre-school employs six members of staff, all of whom hold appropriate childcare qualifications. The owner/manager is qualified to level 6. The pre-school opens from 9am to 3pm from Monday to Friday, term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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