

# Deanshanger Village Pre-School



The Community Centre, Little London. Deanshanger, Milton Keynes, MK19 6HT

<b>Inspection date</b>	18 June 2018
Previous inspection date	23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management and staff team work very well together and continue to have a strong commitment to continuous improvement. They evaluate the impact of their planning to ensure it is continually led by the children's interests and they identify how they want to continue to improve the pre-school in the future.
- Parents speak very positively about theirs and their children's experiences. They comment on how approachable the staff are and about the high quality and wide range of enjoyable activities that are provided for their children which help them make progress.
- Children are safe in the pre-school. Staff are vigilant in their supervision during children's play. They are effective in managing how the children freely move between the inside and outside play areas and activities.
- Teaching is consistently good. Children enjoy the positive and enthusiastic involvement from the staff. They talk to children about what they are doing, promoting their communication and language as they use descriptive words.

### It is not yet outstanding because:

- Supervision and monitoring of staff practice is not sharply focused enough to identify their individual priorities for their ongoing professional development.
- Occasionally, staff do not fully promote children's deeper thinking about how they can solve problems they come across in their activities for themselves.

## What the setting needs to do to improve further

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

- focus more precisely on the performance management of staff's practice to further promote the quality of teaching
- make the most of opportunities that arise during play to help children think deeply about what they are doing.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the nominated person, the manager and with one member of staff. She looked at relevant documentation and checked evidence of all staff and committee members.
- The inspector talked to children during the inspection.
- The inspector spoke with a number of parents on the day and took account of their views. She also took account of written feedback from parents.

### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to keep children safe and protect their welfare. They complete training and have regular discussions about different aspects of safeguarding during team meetings. Extra funding is used effectively to ensure children's specific needs are met. The committee is supportive of the manager and staff team. They encourage staff to work towards qualifications. Staff recognise the benefits of the increased knowledge about how children learn on their confidence. Children take part in a broad range of activities. They are eager to take part and they provide suitable challenges for them. This results in children making good progress.

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

Staff are skilled in identifying and responding to children's enduring and spontaneous interests. The planning is effective in providing opportunities for children to extend and develop their curiosity. For example, children make icing to decorate biscuits and enjoy the mixing process. Later, staff provide resources for them to make mixtures with mud and sticks in the outside play area. Children thoroughly enjoy the staff's interactions with them. During art and craft activities they use glue and scissors to create their own pictures. Children are able to move items around the setting to enhance their play. For example, they make models with building bricks and incorporate these into an imaginative, role-play game outside. Observation and assessment is closely linked to the planning and is used well to support and promote individual children's learning.

### Personal development, behaviour and welfare are good

Strong partnership working with children's parents and with the local school results in children being able to settle in when they start attending. They are supported to have a smooth transition into school because teachers come to visit them. They bring books to look at that relate to different aspects of the school. Children develop a positive relationship with the staff. They enjoy playing games with them, such as bat and ball and smile with delight when staff praise them for their efforts and achievements. Children's behaviour is good. Staff recognise those who may need extra support at times and accommodate this very well. Children respond well to the consistent approach from staff.

### Outcomes for children are good

Children make good progress from their individual identified starting points. They are able to ask for help when they need it. Children are rapidly learning about healthy lifestyles and to be independent as they make choices about what they do, they choose when they have snack, pour their own drinks and peel their own fruit. They make friendships and work very well together, showing respect for one another. These are skills that help ensure they are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	EY380329
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1093564
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Deanshanger Village Pre-School Committee
<b>Registered person unique reference number</b>	RP901995
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01908 263295

Deanshanger Village Pre-School registered in 2008 and is managed by a committee. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications between level 2 and 3. The pre-school opens from Monday to Friday term time. Sessions are from 9am until midday and from 12.45pm until 3.45pm with a breakfast club from 8am until 9am and a lunch club from midday until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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