

# Barley Hurst Park Pre-School



Barleyhurst Park Primary School, Forfar Drive, Bletchley, MILTON KEYNES, MK3 7NA

<b>Inspection date</b>	19 June 2018
Previous inspection date	1 December 2014

<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

- Staff provide a warm and welcoming environment and staff are good role models for children. Children are happy and embrace the support and praise they receive from the staff.
- Staff work closely to support families and other professionals working with children, to support their learning and development consistently.
- The environment is well resourced and children benefit from a stimulating range of resources and learning opportunities. Children are motivated to explore and show an eagerness to learn.
- Staff offer plenty of opportunities for children to develop their early literacy skills well. For example, children make shopping lists and practise writing their name.
- The play leader's monitoring of children's progress enables key persons to act swiftly to address any weaker areas and close gaps in children's learning.

### It is not yet outstanding because:

- Staff do not consistently support parents to share what they know their child can already do when they first start at the pre-school.
- At times, staff miss opportunities to offer individual support to children who may benefit from extra help to engage in activities.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the pre-school
- enhance opportunities for all children to become fully engaged in their learning.

### 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 play leader.
- The inspector spoke to parents during the inspection, and took account of their views and of written feedback.
- The inspector looked at a range of documentation, including the pre-school's safeguarding policy, complaints log, attendance records and children's observation and assessment records.
- The inspector had discussions with the nominated person, staff and children.

### Inspector

Louise Adams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are alert to any safeguarding and welfare concerns, and follow robust procedures to help keep children safe. They work effectively with partner agencies, such as the local authority and health visitors, to address any concerns. Effective recruitment and induction procedures help to ensure that the adults working in the setting are suitable. The management team establishes good partnerships with local schools as well as others involved in the children's lives, to build on and complement their learning. The manager is committed to developing the skills of the staff team. Staff receive regular monitoring, training and feedback to enhance their skills and further support children's learning and development. The management team reflects on its practice and actively seeks opportunities to improve.

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

Staff are well qualified and use their knowledge of the children to provide stimulating learning environments. Children are critical thinkers and follow their own ideas, to link play with real-life experiences. For example, they engaged in shop role play using fresh vegetables, and then used their imaginations to use the vegetables to make soup. They took great pleasure in sharing their knowledge of the vegetables and what they were growing in the pre-school garden. Staff complete regular observations and assessments of children's learning and development. This supports staff in planning accurate next steps for children's learning. Parents are kept well informed of their children's progress and about how they can support their children at home.

### Personal development, behaviour and welfare are good

Staff place high priority on children having daily opportunities for fresh air and exercise, which supports their physical well-being effectively. The outside environment is a wonderful place for children to have fun and learn. For instance, they enjoy riding bicycles and kicking balls. Staff form close relationships with the children and their families, and know their needs thoroughly. This helps staff to identify any changes in children's well-being quickly so they are able to support them swiftly. Parents praise the support they receive from the setting. Children learn good hygiene practices and how to keep themselves safe. For example, they are encouraged to wash their hands before mealtimes and after toileting routines.

### Outcomes for children are good

All children make good progress in their learning and development, including those in receipt of additional funding. They display good levels of independence and are keen to join in. Children are confident and lead their play, they share well and happily take turns with resources when in small-group activities. Children develop important skills that ensure they are well prepared for the next stage in their learning and school. Boys, in particular, show a keen interest in mark making, and they learn how to make marks using different materials, such as finger paints and conker rolling.

## Setting details

<b>Unique reference number</b>	EY396533
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1071190
<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>	34
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Barleyhurst Park Pre-School Committee
<b>Registered person unique reference number</b>	RP529121
<b>Date of previous inspection</b>	1 December 2014
<b>Telephone number</b>	07973229012

Barley Hurst Park Pre-School registered in 2009. It is one of two pre-schools run by the same committee and manager. The pre-school is situated on the site of Barley Hurst Park School in Bletchley, Milton Keynes, in Buckinghamshire. It is open each weekday, from 8.45am until 11.45am and from 12.30pm until 3.30pm, during term time. The pre-school receives funding for the provision of free education for children aged two, three and four years. It employs seven staff. Of whom, four hold appropriate early years qualifications at level 3 and one at level 2.

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