

# Little Tinkers Preschool @ Holne Chase



Holne Chase Primary School, Buckingham Road, Bletchley, Milton Keynes, MK3 5HP

<b>Inspection date</b>	10 July 2018
Previous inspection date	19 June 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

- The management team is ambitious and has high expectations. All staff share responsibility for evaluating the quality of provision. They take effective action to improve their practice continually.
- Robust systems are in place to monitor and support staff performance. Teaching is consistently strong. All children make at least typical progress from their starting points.
- Partnerships with parents are well developed. Effective systems are in place to engage with parents, who report that they are well informed about their child's development. Staff successfully encourage parents to share their children's achievements from home.
- Staff create a stimulating and engaging environment that motivates children to learn. They provide plenty of opportunities for children to follow their own interests.
- Children are well behaved. Staff are consistently good role models. They use positive language to show children how to interact with their friends.
- Staff help children to develop their understanding of how to be healthy. Children experience sociable snack times where they serve themselves their own snack and talk about foods that are good for them.

### It is not yet outstanding because:

- Although staff have a good understanding of what children know and can do, tracking systems do not give a clear enough picture of all children's progress over time.

## What the setting needs to do to improve further

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

- refine the monitoring of individual and groups of children to enable more-robust tracking of children's progress.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed and evaluated an activity with the manager.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector looked closely at the progress of several children.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. A range of robust policies, procedures and risk assessments are in place. These underpin good practice and promote the safety of the children within the pre-school. Staff know what to do and whom to contact if they have a concern about a child's welfare. Rigorous recruitment and induction procedures ensure all staff are suitable to care for children. Staff are well supported. Staff supervision meetings are robust. Training opportunities focus on raising the quality of teaching and outcomes for children. For example, staff have attended mark-making training to improve boys' writing. They now offer a wider range of active mark-making activities outdoors. Boys now join in with these activities and it is having a positive impact on their early writing.

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

Staff are well qualified and know their key children well. They demonstrate a secure understanding of how to support children's learning. Staff regularly observe and assess children's learning and accurately identify what they need to learn next. Staff provide exciting learning experiences that encourage children to make independent choices. For instance, when playing in the outdoor pirate ship, the children want to make it bigger. Staff ask them how they can do this and they encourage children to select from a range of resources that is available. Children pick up crates and position them around the ship. Staff further extend the children's learning by singing pirate songs as children balance and walk the plank from the pirate ship to the 'sea'.

### Personal development, behaviour and welfare are good

Children have plenty of opportunities for fresh air and exercise to support their good health. Staff teach them good personal hygiene practices. For example, children develop the skills to manage their own self-care needs, such as toileting and washing their hands. Relationships with professionals are well developed. This supports children's ongoing care needs. Staff get to know parents and children well. Parents comment positively. They say staff are very supportive and they get to see what their child is learning.

### Outcomes for children are good

Children are confident and demonstrate positive attitudes to their play and learning. They are gaining the key skills in readiness for school. Children have plenty of opportunities to develop literacy skills. For example, they hold books and turn the pages as they read stories with their friends. They create and then label their own treasure maps, sounding out the letters in their name. Children handle tools correctly and use them safely. For instance, they dig up mud with spades, scooping and tipping it into bowls which they then mix with water. Children develop their number skills. For example, they find and recognise numbers on hidden treasure in the jelly messy-play tray.

## Setting details

<b>Unique reference number</b>	EY473036
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1069968
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Little Tinkers Pre-school Partnership
<b>Registered person unique reference number</b>	RP904947
<b>Date of previous inspection</b>	19 June 2014
<b>Telephone number</b>	01908 365775

Little Tinkers Preschool @ Holne Chase registered in 2013. It is privately owned. The setting offers sessions each day from 9am until midday and from midday until 3pm. It also offers full-time sessions from 9am until 3pm. This is during term time only. Before- and after-school care for children on roll is available each day from 8.30am until 9am and from 3pm until 6pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff. Of whom, two hold appropriate early years qualifications at level 2, eight hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 6.

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