

# TMA Helping Hands Pre School

2 Church Hill, Two Mile Ash, Milton Keynes, Buckinghamshire MK8 8EQ



<b>Inspection date</b>	20 September 2018
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The provider has not ensured that Ofsted has received all the information required to complete suitability checks for all committee members. Although committee members are not left unsupervised with children, the provider's lack of knowledge of the requirements to complete suitability checks for them compromises children's safety.
- The correct numbers of qualified staff working with children do not meet requirements.
- At times, teaching during adult-led group sessions does not effectively meet the needs and abilities of all children. This has an impact on the progress that children make.
- At times, staff complete tasks for children which they are capable of doing for themselves, such as putting on their coats and writing their names on their work.

### It has the following strengths

- The manager has taken appropriate steps to improve the monitoring of staff's performance. Staff have clear targets to improve their quality of teaching.
- Staff use effective systems to engage parents and keep them well informed of their children's learning and progress.
- Staff plan a flexible transition process to help children to settle into the pre-school. This meets the needs of children and parents well.
- Overall, children make typical progress from their starting points. They generally enjoy their time at the pre-school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to enable it to carry out suitability checks for all members of the committee	21/10/2018
ensure that the required staff qualification ratios are maintained at all times.	21/11/2018

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

- review adult-led group times and ensure that they meet the needs of all children, and capture and maintain their interest well
- promote children's independence skills further, and consistently encourage them to do tasks for themselves.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager, and met the chair of the committee.
- The inspector checked evidence of the staff's qualifications, training and suitability checks.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management requires improvement

Not all those in leadership roles have had their suitability checked. The provider has not ensured that Ofsted has received the relevant details to check the committee's suitability in a timely manner. However, this does not have a significant impact on children's well-being and safety because committee members do not have unsupervised access to children. Safeguarding is effective. Staff understand their individual responsibilities to keep children safe and protected from harm. Staff risk assess effectively. They have clear procedures for keeping children safe when they use different areas of the building. The required staffing qualifications are not met. The manager identified that this breach of requirements has occurred due to unforeseen changes in training provider, meaning that staff nearing completion of appropriate qualifications have been unable to finish their training. The manager recognises the need for staff to finish their training and is looking for ways to achieve this. The manager has improved staff's appraisals. Staff now have clear development points identified to raise the quality of their teaching, and management monitors these closely.

### Quality of teaching, learning and assessment requires improvement

The majority of teaching is strong, but it is not consistently so across all staff. At times, children lose interest in adult-led activities which are not adapted sufficiently to match their individual needs and stages of development. Where teaching is better, staff support children in their self-chosen play well. For example, children make creations from play dough. They roll it between their hands and make pretend cakes to put in the toy oven. Staff support children and demonstrate how they can make different shapes with the dough. They help to extend children's learning by introducing counting songs into the activity, such as 'Five currant buns in a baker's shop', and children then join in. The manager has taken steps to develop children's communication and language skills. For instance, staff have completed speech and language training. They now use a range of strategies to support language development, such as using actions alongside instructions. This is helping to improve outcomes for children. Staff regularly observe and assess children's learning and identify what they need to learn next.

### Personal development, behaviour and welfare require improvement

Staff support children appropriately to develop self-care skills, such as washing their hands. However, staff do not consistently enable children to carry out age-appropriate tasks independently. For example, they put coats on for some children who are capable of doing this themselves. Staff set good examples to children, who generally behave well. Parents report that they are well informed about their children's progress. For instance, they attend termly progress review meetings to gain a better awareness of their children's achievements.

### Outcomes for children require improvement

Children make steady progress towards what is typical for their age range. They develop some of the skills required for their eventual move to school. Children pour their drinks and begin to chop their snack into pieces. Children are developing their physical skills. For instance, they learn to ride bicycles, and they climb safely up play equipment.

## Setting details

<b>Unique reference number</b>	141824
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10064841
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Helping Hands Committee
<b>Registered person unique reference number</b>	RP902185
<b>Date of previous inspection</b>	21 April 2016
<b>Telephone number</b>	07749 537 718

Two Mile Ash Helping Hands Pre School registered in 1999. It opens Monday to Friday from 9.20am until 3.20pm, term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. The pre-school employs nine members of staff, eight of whom work directly with the children. Three members of staff hold a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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