

Bancroft Pre-school

Small Meeting Place, 29 Hadrians Drive, Bancroft, MILTON KEYNES MK13 0QB



Inspection date	19 September 2018
Previous inspection date	3 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
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

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

- The manager has made progress since the last inspection. However, although supervision with staff takes place, she has not identified all areas to support the deputy in her role. This does not have any significant impact on children's welfare.
- Self-evaluation is not fully robust. The manager does not always reflect effectively on the quality of provision and staff knowledge to identify breaches in requirements and to improve and achieve good-quality practice overall.
- On occasion, staff miss opportunities to encourage children to understand fully the consequences of their actions. For example, explaining why toys should not be thrown.
- Children's independence and self-care skills are not fully promoted. For instance, during mealtimes staff pour drinks for the children.

It has the following strengths

- Staff make use of everyday opportunities to support children's mathematical and literacy development. Children show a keen interest in counting and practising their early writing skills.
- Since the last inspection the manager has prioritised improvements at the setting. For example, she has strengthened partnerships with parents and carers to ensure there is a consistent approach to children's learning.
- Children are happy and settled. They behave well and form close relationships with the staff. For instance, they seek adults for comfort when they begin to feel tired.

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 the deputy has the skills and knowledge to take charge in the manager's absence	20/11/2018
improve supervision processes so that all staff are confident in their role and fully understand their responsibilities.	20/11/2018

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

- use self-evaluation more effectively to clearly identify any breaches in the requirements and areas for development to benefit children
- make the most of opportunities to encourage children to fully understand the consequences of their actions
- provide more opportunities for children to enhance their independence and self-care skills.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and children's progress records.

Inspector

Louise Adams

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has made some improvements since the last inspection. For example, the setting has strengthened its communication with professionals at other settings children attend by the introduction of communication books. However, she does not evaluate the deputy manager's skills and knowledge effectively to ensure she is competent to take on the manager's role in her absence. This does not have a significant impact on children because the deputy has an understanding of her responsibility to safeguard children and knows the procedure to follow if she has a concern. The manager is fully aware that the deputy manager needs to have more training to understand her role and responsibilities. Recruitment and induction procedures are robust to ensure that staff and committee members are suitable to work with children. Safeguarding is effective. Staff attend child protection training and are clear about the action to take if they have concerns. Staff have positive partnerships with parents and inform them of the progress and achievements their children make. This supports parents to extend their children's learning at home.

Quality of teaching, learning and assessment is good

Staff find out about children's needs and interests as soon as they join. They talk to the parents and children to gain a good understanding of how best to support them. Staff plan activities that children enjoy and are eager to take part in. The indoor and outdoor environments offer a wealth of learning opportunities that children excitedly explore. Staff play alongside them, asking questions to help support their thinking. Children use their mark-making skills to create pictures and patterns using different materials. This helps to support their literacy skills and imaginations. The staff promote children's mathematical skills effectively. For instance, they encourage children to compare sizes and objects. They draw around their feet using chalk and compare the different sizes of feet.

Personal development, behaviour and welfare are good

Children are well behaved and play cooperatively. Children's staggered admission is effective and tailored to meet their individual needs. Children eat fresh fruit and play outdoors in the fresh air, which helps to promote their well-being. They follow suitable hygiene routines and staff encourage them to wash their hands regularly. Children demonstrate enthusiasm and confidence as they ride on bikes and kick balls. This contributes to supporting their physical development and enables them to take appropriate risk in their play.

Outcomes for children are good

All children make good progress in their learning. Children who have special educational needs and/or disabilities are well supported through effective, tailored development plans. Children gain confidence in their own abilities and in group activities. For example, during water play the older children show younger children how to use the funnels. Children enjoy their time in the pre-school and their social skills are well promoted. They are curious and willing to try out their ideas. They acquire the skills that will support them in their future learning.

Setting details

Unique reference number	141812
Local authority	Milton Keynes
Inspection number	10077375
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	60
Number of children on roll	42
Name of registered person	Bancroft Playgroup Committee
Registered person unique reference number	RP909832
Date of previous inspection	3 October 2017
Telephone number	01908 322502 or 07761 802393

Bancroft Pre-school registered in 1985. It receives funding to provide free early education for children aged two, three and four years. The pre-school opens on Tuesday, Wednesday, Thursday and Friday from 9am to 3.15pm, and on Monday from midday until 3.15pm, during term time only. Children have the option to stay for lunch and to undertake a full day. The pre-school employs eight staff, six of whom hold relevant childcare qualifications at level 3.

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