

# Little Tinkers Preschool@ Fern Grove

Lakes Estate Community Centre, Fern Grove, Bletchley, Milton Keynes  
MK2 3HQ



<b>Inspection date</b>	11 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- The management team successfully reflects on its practice. It seeks the views of staff and parents and precisely plans ways to improve the quality of the provision for all children continually.
- Effective systems are in place for the supervision and professional development of staff. The quality of teaching is consistently strong.
- The management team establishes successful partnerships with specialists and relevant professionals. This helps ensure that children and their families receive prompt support.
- The key-person system is used effectively. Staff know their key children extremely well. Their assessments of children's progress are accurate. Staff identify any gaps in learning swiftly. They put interventions in place quickly to enable children to make good progress from their starting points.
- Staff have high expectations. They are strong role models and support children well to develop their personal and social skills.
- Transition arrangements are successful. Staff work effectively in partnership with parents. They create flexible plans to support the youngest children to adjust to the pre-school.

### It is not yet outstanding because:

- At times, staff do not organise group sessions as well as they could do to meet the needs of the youngest children when new children are settling.
- The outdoor environment is yet to be fully developed to encourage children to make greater use of the facilities and resources all year round.

## What the setting needs to do to improve further

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

- review the organisation of group times for the youngest children so that learning opportunities are more relevant to their age and stage of development, specifically when new children are settling
- continue to develop outdoor provision further and offer even more opportunities for children to explore and practise their skills, for those who prefer learning outdoors through the year.

### 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 an evaluation of teaching with the manager, following a planned activity.
- The inspector held a meeting with the management team and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, policies and evidence of the suitability of staff working in the pre-school.
- 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 leadership and management is good

Safeguarding is effective. A range of robust policies and procedures is in place which promotes the safety of children. All staff have a very secure understanding of their duties to keep children safe. They are aware of the signs to look for which may indicate children are at risk from harm. Rigorous recruitment and induction procedures help ensure all staff are suitable to care for children. The management team is highly ambitious. It aims to raise standards even further. For example, staff audit the provision in the pre-school and use their findings to create action plans for development. They recently reflected on the use of natural resources to support learning in mathematics. Staff are well supported in their roles. For example, they regularly complete peer observations. Staff welcome feedback to help to raise the quality of their teaching to an even higher level. The management team monitors children's development well. For example, it analyses the progress of different groups of children. It then uses this information to target any gaps and next steps in planning effectively.

### 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 effectively. Staff have recently attended training about different types of play. They have a good understanding of how children learn through their repeated patterns of play and how children learn by taking risks. Staff provide opportunities for children to take risks in the outdoor area, which has a positive impact on outcomes. For instance, children develop their physical skills and look at the world from a different viewpoint as staff support them to find different ways to balance and move along low branches in the trees. Staff encourage children to think for themselves to solve problems. For example, children use foam bricks to make a house for 'The three little pigs'. Staff encourage them to think of different ways to balance the bricks and make different shaped houses. Staff extend children's thinking by inviting them to compare the height of the houses to themselves.

### Personal development, behaviour and welfare are good

Partnerships with parents and other professionals are strong. For instance, the management team organises sessions with the health visitor about topics of interest, such as healthy eating. It also signposts families to the local children's centre for additional support. Children's safety, care and emotional well-being are very well promoted. For example, staff positively support children's social skills. They teach children to be considerate of each other's feelings and ideas. Parents comment positively on the pre-school. They report that they are very happy with the care that their children receive.

### Outcomes for children are good

Children make good progress in their learning, including those receiving additional funding. For instance, children learn to hold pens with the correct grip and they write their own names. They scoop up the sand with good control and count the number of scoops needed to fill containers. Children ride their bicycles around the outdoor area, negotiating obstacles. They competently change their clothes when dressing up.

## Setting details

<b>Unique reference number</b>	EY536356
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10076630
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<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>	Not applicable
<b>Telephone number</b>	01908 371 361

Little Tinkers Preschool@ Fern Grove registered in 2016. 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. 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 seven members of staff. Of whom, one holds an appropriate early years qualification at level 2, three at level 3, two at level 5, and one at level 6.

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