

The BigTop Pre-School

Bedgrove Pavilion, Bedgrove Park, Ambleside, Aylesbury,
Buckinghamshire HP21 9TT



Inspection date	9 October 2018
Previous inspection date	25 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager has a very positive approach to make improvements and raise the quality of the provision. She works effectively with staff and the local authority to evaluate their practice and implement action plans to help improve the outcomes for children.
- Staff provide stimulating activities and provide a good variety, which successfully supports different areas of children's learning and development. Children enjoy learning and make good progress.
- There is an effective key-person system which successfully promotes children's development and emotional well-being. Caring and nurturing staff listen attentively to children and use what they know about children's interests and routines to ensure they feel safe and secure.
- Parents praise the friendly and welcoming staff. They note how well their children settle and enjoy attending the pre-school. Parents comment on the strong communication between staff and families, on the progress of their children and how well they are supported by staff.

It is not yet outstanding because:

- Partnership working with other settings children attend is not fully effective to ensure children receive consistent support.
- At times, staff do not inform children about what is happening next and tend to interrupt their play to move them on to another activity. This means that opportunities for children to complete their play naturally and to their satisfaction are not fully maximised.

What the setting needs to do to improve further

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

- strengthen partnership working with other settings that children attend to share more information about children's learning and development to help ensure consistent support
- develop the organisation of daily routines so that children are aware of what is happening next to give them time finish their play to their own satisfaction.

Inspection activities

- The inspector viewed samples of documentation, including evidence of staff suitability, qualifications and the setting's self-evaluation form.
- The inspector observed children engaged in activities indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector spoke with children and staff during the inspection, and held a meeting with the manager and provider to discuss the leadership and management of the setting.

Inspector
Joanne Allen

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and all staff understand their role in protecting children from harm. They are fully aware of the steps to follow should they have concerns about a child's welfare and understand the wider issues surrounding child protection. The management team ensures that staff keep their knowledge up to date, and reviews the pre-school's policies and procedures regularly. Recruitment procedures are robust. Ongoing mentoring and meetings help ensure the suitability of staff and allow the manager to support their professional development. There are effective systems to identify gaps in children's learning. Staff work well as a team and are fully aware of their daily responsibilities. Staff supervise children well, and use risk assessments and checklists, to help them keep them safe.

Quality of teaching, learning and assessment is good

Staff carefully organise the indoor and outdoor area, so that children have opportunities to play with a wide range of toys and resources. They get to know the children well through regular observations and discussions with parents, and provide activities that build on children's interests. Children enjoy spending time at the pre-school. They play imaginatively in the role-play areas and are eager to work together in the builders yard and to make and serve meals in the outdoor cafe. Staff interact purposefully and skilfully question children, helping support their communication and language skills. They get down to the children's level and join in with their play experiences. Children enjoy exploring how things feels. For example, they eagerly investigate different textures, such as sand, water, play dough and paint. Children have a wide range of opportunities to learn about the natural world. For instance, they go on walks and observe wildlife in the nearby woodland area with staff.

Personal development, behaviour and welfare are good

Children develop secure attachments with staff and settle into the pre-school with ease. Staff gather a good range of information from parents when children first start to help support children's emotional well-being and their ongoing care needs. Children behave well. They know what staff expect from them and take responsibility for themselves. For example, they know where to put their belongings when they arrive. Children develop a good understanding of healthy lifestyles. They enjoy nutritious snacks which include fruit and vegetables. All children have good opportunities to develop their physical skills. For example, they enjoy daily outdoor play and regular walks in the surrounding area. Children learn about other people's similarities and differences in the wider world. For instance, they learn about the traditions of other cultures and festivals.

Outcomes for children are good

All children make good progress, taking into account their starting points, in preparation for their future learning and their eventual move to school. Children develop early literacy skills as they practise writing their names and listening to stories. They have good opportunities to develop their creative skills, and accessible resources enable them to choose to make marks, draw and paint.

Setting details

Unique reference number	EY231935
Local authority	Buckinghamshire
Inspection number	10060733
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	40
Number of children on roll	39
Name of registered person	Big Top Nursery Limited
Registered person unique reference number	RP532797
Date of previous inspection	25 March 2015
Telephone number	01296 427 861 or 07814 828 088

The Big Top Pre-School registered in 2002. It is open from 9.15am until 3.15pm on Monday and Tuesday and from 9.15am until 12.15pm on Wednesday, Thursday and Friday, during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four. It employs nine members of staff, six of whom hold relevant childcare qualifications at level 3.

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