

# Stantonfields Pre-School

c/o Wood End First School, Redbridge, Stantonbury, MILTON KEYNES  
MK14 6BB



<b>Inspection date</b>	16 October 2018
Previous inspection date	20 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 made good progress since the last inspection. She reflects on the service offered to children and families, and recent changes have increased the learning opportunities for children.
- Staff make good use of what they know about children's interests to support their learning. They place emphasis on supporting learning at home, and provide information for parents about how to enhance further their child's development.
- Staff work closely to support families and other professionals, who work with children, to support their learning consistently.
- Staff provide a warm and welcoming environment, and are good role models for children. Children are happy and embrace the support and praise they receive from staff.
- Key persons know their children well. They are attentive to children's individual needs and help them to feel secure and comfortable.
- Staff make use of everyday opportunities to support children's mathematical development. Children show a keen interest in counting and recognising numbers.

### It is not yet outstanding because:

- Occasionally, some staff answer too readily for children, and do not make the most of opportunities to extend their communication and thinking skills further.
- The setting does not offer enough opportunities for children to explore differences between themselves and others, such as about different cultures and backgrounds.

## What the setting needs to do to improve further

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

- give children more time to reply to questions and build on their communication and thinking skills further
- extend opportunities for children to explore differences between themselves and others.

### Inspection activities

- The inspector observed teaching practice inside and outside, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector completed a joint observation with the manager, and held discussions in relation to children's learning and progress.
- The inspector checked how well staff understand how to keep children safe.
- The inspector looked at relevant documentation, such as the self-evaluation, staff qualifications, and some policies and procedures.

### Inspector

Louise Adams

## Inspection findings

### Effectiveness of leadership and management is good

The manager has taken effective action to make improvements and is committed to developing the skills of the staff team. They receive regular monitoring, training and feedback to enhance their skills and further support children's learning and development. Arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to follow should they have any concerns about a child's welfare. The manager tracks the progress of individual, as well as groups of, children to help identify gaps in their learning and to plan targeted support. Effective recruitment and induction procedures are in place and help to ensure that adults working with children are suitable. Parents praise the support they receive from the setting.

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

Staff make regular assessments of children's development. Planned activities are centred around children's next steps and interests, to build on their prior learning. Children are confident to explore their surroundings in the calm and relaxed environment. Staff play alongside children, talking to them about what they see them doing. They engage children effectively in adult-directed activities, such as exploring what happens when different colours are added to shaving foam. Staff weave mark making and letter formation into the activity. They support children to develop mathematical knowledge. For instance, staff encourage children to weigh the ingredients to make their biscuits. Parents are kept well informed about their children's progress and staff give them plenty of ideas to support further learning at home.

### Personal development, behaviour and welfare are good

The pre-school is welcoming and inclusive. Children are well behaved and show respect for others. They enjoy carrying out tasks for themselves, such as tidying up after snack time and pouring their own drinks, to develop their independence. Staff provide daily opportunities for children to play outdoors in the fresh air, to promote their good health. Children have opportunities to develop their physical skills, such as balance and coordination. They use balancing equipment and bicycles with increasing confidence and support from staff. There is a good key-person system in place to provide children with consistency and good levels of care. Staff deployment ensures good supervision of children.

### Outcomes for children are good

Children are enthusiastic and independent learners who persevere with tasks and use their previous knowledge to help them solve a range of simple problems in new situations. They enjoy trying out their ideas and are willing to try new things. Staff help children to develop a range of important skills. All children make consistently good progress from the time they first start at the pre-school. They are very well prepared for what they need to learn next. Children are well supported and gain the key skills needed for their eventual move to school.

## Setting details

<b>Unique reference number</b>	141805
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10077408
<b>Type of provision</b>	Sessional 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>	47
<b>Name of registered person</b>	Stantonfields Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP517347
<b>Date of previous inspection</b>	20 October 2017
<b>Telephone number</b>	01908 322304

Stantonfields Pre-School registered in 1996. It is situated in Milton Keynes, Buckinghamshire. The pre-school opens Monday to Friday from 9am until 4.15pm, during term time. There are nine staff, five of whom hold childcare qualifications at level 3 and three at level 2. The pre-school receives funding to provide free early education to two-, three- and four-year-old children.

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