

# Maids Moreton Pre-School

Avenue Road, Maids Moreton, Buckingham, Bucks MK18 1QA



<b>Inspection date</b>	17 December 2018
Previous inspection date	18 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager has a positive approach to continual improvement. She evaluates the strengths of the pre-school and welcomes the views of parents and the local authority to help her identify areas for development.
- The manager monitors children's progress well. She has an overview of the progress made by individuals and groups of children. She uses this information to identify any gaps in provision effectively and meet the needs of individual children.
- The quality of teaching is strong. Staff ensure that children have access to a wide variety of indoor and outdoor learning opportunities. They promote children's understanding of the natural world well. For example, children experience regular hands-on learning in a woodland environment. They explore the mud pit, build with natural resources and hunt for insects.
- Children are well prepared for their eventual move to school. They make good progress in their learning and development. For example, staff use group times effectively to help older children begin to develop an understanding of different sounds and letters.
- Staff support children's personal and social development well. They lead by example and use plenty of positive encouragement. Staff help children to understand how to show consideration for each other. Children are very well behaved.
- Staff support children to develop their independence skills successfully. For instance, children manage their own self-care needs, such as toileting and washing their hands. They serve themselves their own snacks and tidy away afterwards. Children make decisions and select toys of their own interest.
- The manager is developing more robust procedures for monitoring staff performance and raising the quality of teaching to a consistently high level. However, this is still in progress.

## What the setting needs to do to improve further

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

- refine processes for monitoring staff practice and sharing best practice to raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector had a tour of the pre-school.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school. She talked to staff at appropriate points in the inspection.
- The inspector looked closely at the progress of several children.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress. She also considered their written views.

### Inspector

Lisa Dailey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their individual responsibilities to keep children safe and protected from harm. They know the procedures to follow should they have a concern about a child in their care. Staff risk assess effectively. They have clear procedures for keeping children safe when they use different areas of the site. For example, staff using the large outdoor area take a two-way radio to enable them to communicate with staff indoors if needed. The manager is highly ambitious. She aims to raise standards even further and involves staff in future planning. For instance, she seeks the views, evaluations and input of staff into the quality improvement plan each term. Staff access development opportunities to help them improve outcomes for children. Following training sessions, they are refining how they record observations of children's achievements. This is helping them to set more-precise next steps for children's learning.

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

Staff plan suitably challenging activities for children. They consider how to extend children's learning and adapt activities to their interests. For example, children enjoy exploring and manipulating materials to make decorations. Staff encourage them to make their own choices, selecting and cutting their own materials for their design. They show children how to twist, stick and join materials together and help them to label their creation with their name. Staff demonstrate how to hold a pencil and support children to identify and record letter sounds. This helps to extend children's learning and support their emerging writing skills. Staff develop positive relationships with parents. For instance, they talk to them about their children's progress during parent consultation meetings and they regularly share next step reports with them. Staff help parents to support their children's learning at home. For instance, parents borrow story sacks and children have the opportunity to take 'Billy Bear' home with his sleepover diary. Parents report that they are extremely happy with the variety of activities on offer at pre-school and the progress their children make.

### Personal development, behaviour and welfare are good

The manager plans children's transition into pre-school well. For example, she offers flexible settling-in sessions. Staff get to know children and talk to parents. They complete 'All about me' forms with parents, which help them to find out about children's preferences, routines and starting points. Children form secure bonds with their key person and settle into pre-school with ease. Staff develop strong partnerships with professionals. For instance, they seek advice from specialist teachers to help them support children with special educational needs and/or disabilities. They direct parents to a range of support, such as speech and language drop-in sessions.

### Outcomes for children are good

Children are confident and demonstrate positive attitudes to their play and learning. They develop their number skills, counting scoops of sand as they fill up moulds. They use their imaginations as they pretend to take their babies for a walk. Children ride bicycles, negotiating spaces effectively. They make marks with twigs in the shaving foam and with paintbrushes on foil.

## Setting details

<b>Unique reference number</b>	EY476044
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10075820
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Maids Moreton Pre-School
<b>Registered person unique reference number</b>	RP533555
<b>Date of previous inspection</b>	18 July 2016
<b>Telephone number</b>	01280 824989

Maids Moreton Pre-School registered in 2014 and is located in Buckingham. It operates Monday to Friday from 8.30am until 3.30pm. It offers limited before- and after-school care, including for children attending Maids Moreton Church of England School, from 8am until 9am and from 3pm until 5pm. The pre-school provides funded early education for children aged two, three and four years. It employs five members of staff who work directly with the children, all of whom hold appropriate early years qualifications at level 3 or above, including two who hold qualifications at level 6.

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