

Bletchley Pre-School Including Cuddles Nursery



Activities Centre, Porchester Close, Bletchley, Milton Keynes,
Buckinghamshire MK3 7DF

Inspection date	14 January 2019
Previous inspection date	21 April 2016

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

This provision is good

- Since the last inspection, managers have improved their tracking of individual and groups of children. For example, they now analyse children's progress each half term and identify any gaps in learning. All groups of children make consistently good progress. They are well prepared for their eventual move to school.
- Teaching is consistently strong. Staff use effective strategies to support children's communication, such as teaching them to use sign language. This is helping children who speak English as an additional language to communicate with their peers.
- Staff build strong partnerships with other settings. They meet with teachers from schools children transfer to. They share information and plan settling-in sessions for children. This helps children to adjust well when they start school.
- Staff provide lots of opportunities for children to learn about people, families and communities. This supports their understanding of their similarities and differences. For instance, parents bring in traditional clothing and food to share with children during 'Around the World' week.
- Staff have high expectations and they are strong role models. They support children well to develop their personal and social skills. Children are well behaved.
- Although the management team monitor and review the performance of staff, they do not ensure that all staff fully understand what they need to do to improve their own practice.
- At times, students and volunteers do not fully understand how best to support children in their role at the setting. This impacts on the quality of their interactions with children.

What the setting needs to do to improve further

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

- consider how to refine staff appraisal procedures and ensure that all staff fully understand what they need to do to improve their own practice
- review the induction procedures for students and volunteers and ensure they fully understand their role during their placements.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the quality of teaching and she and the manager jointly evaluated the effectiveness of the staff's interactions with children.
- The inspector held a meeting with the manager and discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector looked closely at the progress of several children.
- The inspector spoke to staff, children and parents during the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Managers have a positive approach to continual improvement. They evaluate the performance of the pre-school and create a precise action plan for further development. Managers seek opportunities to share best practice. For example, they arrange for staff to visit other settings to observe and share ideas. Staff have recently changed the way that they plan learning opportunities. This is helping them to follow children's interests more effectively. Staff have also learned how to teach children sign language which children use to communicate with their friends. The manager takes swift and decisive action to address any weaknesses in the provision. For instance, during the course of the inspection a paperwork error was identified and the manager took prompt action to rectify this. Safeguarding is effective. Managers ensure that staff fully understand their responsibilities to keep children safe. Staff know what to do and who to contact if they have a concern about a child's welfare.

Quality of teaching, learning and assessment is good

The key-person system works effectively. Staff know their key children well and the progress they make. For example, they complete regular and precise assessments of children's learning. They identify any gaps in children's learning swiftly and adapt planned activities to help children to make good progress. Teaching is consistently strong. Staff ensure that adult-led group times capture and maintain children's interest well. For instance, older children enjoy their daily group welcome session. They use sign language to say good morning to their friends and they sing and sign songs about the days of the week. Staff develop positive partnerships with professionals, such as the health visitor, speech and language therapist and inclusion team. They seek their advice swiftly to help support children and families when needed.

Personal development, behaviour and welfare are good

Staff create a learning environment that is large, bright and inviting for children. They ensure that children have a wide variety of indoor and outdoor learning opportunities. Staff help children to settle in to pre-school well. They build positive partnerships with parents early on. For instance, children and parents visit the pre-school before they start. They meet their key person and spend time in their room. Staff find out about children's routines and preferences from parents and follow these. Staff help children to develop their independence and self-care skills during routine times of day. For example, they encourage children to wash their hands, put their coats on and use the toilet independently. Staff share their knowledge about healthy eating choices with children. This has a positive impact on children's understanding of healthy lifestyles.

Outcomes for children are good

Children are confident and demonstrate positive attitudes to their play and learning. The youngest children pull themselves up to standing and begin to walk short distances around the room. They use beaters to tap instruments, smiling as they listen to their sounds. Older children interact with their friends as they play in the shop and buy their groceries. Children listen and respond in large groups. They enjoy sharing their ideas and listening to those of their friends.

Setting details

Unique reference number	141792
Local authority	Milton Keynes
Inspection number	10064840
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	48
Name of registered person	Bletchley Pre-school Playgroup Committee
Registered person unique reference number	RP517350
Date of previous inspection	21 April 2016
Telephone number	01908 375351

Bletchley Pre-School Including Cuddles Nursery registered in 1968. It operates on weekdays from 9.10am until 3.10pm, with sessions available from 9.10am until 12.10pm and 12.10pm until 3.10pm. There is an option of an early start from 8.30am. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It employs eight staff, of these, six hold relevant early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

