

Inspection date	14 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Staff provide a very welcoming atmosphere and create stimulating play environments, which capture the children's interests.
- Staff place a strong emphasis on children's emotional well-being. Sensitive settling-in arrangements help children, parents and staff to get to know each other well.
- The enthusiastic managers evaluate the good practice in the pre-school well and have an accurate view of the strengths and areas they wish to develop. They value the views of children, parents and staff to help make continuous improvement.
- Staff have many opportunities to build on their existing good knowledge and skills. For example, they receive the support of the experienced managers and external advisors. Staff attend training courses and share the knowledge they gain with other members of the team to help ultimately benefit the children.
- At times, the activities planned by staff are so popular that large numbers of children choose to join in. Staff do not make the most of these times to support and involve all children as effectively as possible.
- Sometimes, staff do not make the most of opportunities to increase children's understanding of diversity.

What the setting needs to do to improve further

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

- adapt and organise adult-led activities more effectively, to support all children to engage fully in their learning
- provide more opportunities for children to increase their understanding of diversity.

Inspection activities

- The inspector observed activities in the play hall and garden and assessed the impact on children's learning.
- The inspector held discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, monitoring systems, the self-evaluation form and a selection of policies and children's records.

Inspector
Kim Mundy

Inspection findings

Effectiveness of leadership and management is good

Staff work effectively as a team to provide good care and education for the children. The managers track children's progress successfully to help identify any gaps in their learning. Safeguarding is effective. The managers ensure that all staff are clear about the necessary procedures to follow if they have concerns about a child's welfare. Staff complete safeguarding training as part of their induction and ongoing training to help them act swiftly if child protection concerns arise. Thorough procedures exist for the rigorous recruitment of staff. Daily risk assessments of the environments used by the children help to keep them safe and secure. Parents are highly complimentary about the care and education their children receive. They praise the staff for helping their children to develop good social skills.

Quality of teaching, learning and assessment is good

Staff assess children's learning effectively and use this information to plan suitable activities to help them progress to their next steps in learning. Staff encourage children's speaking and listening skills as they model language and engage them in conversations. They make good use of books to help children begin to recognise letters and sounds. Staff encourage children to explore early mathematics. For example, they encourage number, shape, size and colour recognition as children make cakes with dough. Managers work alongside staff and monitor the quality of teaching, to support good learning outcomes for children.

Personal development, behaviour and welfare are good

Each child has a key person who successfully coordinates their care and learning. Parents receive ongoing information about their child's progress. Staff teach children right from wrong and help them to share and take turns. For example, they model kind behaviour by showing children how to share resources and encourage them to do the same. Children learn about the importance of eating healthily. This is illustrated when staff offer healthy snacks, read stories and talk about food that is good for them. Children develop good physical skills, for example, they steer tricycles, use spinning hoops and balance on stepping stones. Activities, such as threading, help to strengthen the muscles in their hands. Staff broaden children's experiences in the local community. For example, they visit the pet shop and library.

Outcomes for children are good

Children make good progress from their starting points. They build on their thoughts and ideas as they help themselves to extra resources during their play. Children speak confidently, listen attentively and follow instructions well. They learn to hold a pencil correctly for writing and draw recognisable pictures. Children gain good independence in preparation for moving on to school.

Setting details

Unique reference number	EY544655
Local authority	Milton Keynes
Inspection number	10092811
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	2 - 4
Total number of places	20
Number of children on roll	15
Name of registered person	Imagine Milton Keynes Ltd
Registered person unique reference number	RP544654
Date of previous inspection	Not applicable
Telephone number	07446289059

Imagine Childcare registered in 2017. The pre-school is open Monday to Friday term time only, from 9am until 3pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The breakfast club operates from 8am to 8.30am, Monday to Friday. The after-school club operates from 3pm to 6pm, Monday to Friday. The holiday club is open Monday to Friday, from 8am until 6pm. All of the staff hold relevant qualifications between level 3 and 6. One of the managers holds early years teacher status.

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