

Bancroft Pre-school

Small Meeting Place, 29 Hadrians Drive, Bancroft, MILTON KEYNES MK13 0QB



Inspection date	20 March 2019
Previous inspection date	19 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The committee and manager deploy staff effectively. Since the last inspection, they have reorganised the staff team. Staff now fully understand their roles and responsibilities. This is helping them to work together well to make the required improvements.
- Self-evaluation is successful. The committee and manager have a clear action plan for improvement, which they regularly review. For instance, they meet weekly to evaluate progress towards targets and further developments. They involve staff in the process through regular discussion at staff meetings. This is helping the whole team drive improvement together effectively.
- Staff know their key children well. They complete regular observations and assessments of children's learning, and set next steps for each child. Managers compare the progress of groups of children. However, these processes are not fully embedded.
- Staff have secure procedures in place to support children with additional needs, such as allergies and medical needs. For instance, they liaise with parents and professionals to create and follow healthcare plans.
- Staff organise a range of exciting learning opportunities which help to meet children's interests. For example, they have increased opportunities for messy play in pre-school.
- Since the last inspection, staff have improved opportunities to teach children self-care and independence skills. Children now demonstrate their ability to do things for themselves, such as washing their hands and setting the table during routine times of day.
- Children are confident and display positive attitudes to their play. They make good progress and are well prepared for their future learning.
- Staff talk to parents about children's routines and care needs before they start at pre-school. However, they do not make fully effective use of opportunities to find out from parents what children already know and can do.

What the setting needs to do to improve further

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

- refine the monitoring of individual and groups of children and help to enable more robust tracking of children's progress
- make full use of opportunities to find out from parents what children know and can do before they start at the pre-school, and use this information to help establish children's starting points more swiftly.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching, and she and the manager jointly evaluated the effectiveness of staff interactions with children.
- The inspector held a meeting with the manager and committee members. She 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 talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

The management team has taken decisive action since the last inspection to raise standards. For example, managers have deployed staff in roles effectively and ensure that they have the support they need, such as time and training, to help them make the required improvements. All staff are passionate and committed to making the provision even better. They seek examples of best practice and visit other pre-schools in the local area to share ideas. The manager has put in place effective systems for the supervision of staff. For instance, she observes staff and gives precise feedback to help them raise the quality of their teaching. She conducts staff appraisals. Staff assess risks effectively. They follow clear procedures, for example for fire evacuation, to help keep children safe. 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 children's welfare.

Quality of teaching, learning and assessment is good

Staff reflect on the quality of children's experiences at pre-school well. For instance, they audit their indoor and outdoor provision and consider the impact on children. They create a learning environment that is highly stimulating and children have the confidence to explore resources independently. Staff plan suitably challenging and interesting activities for children. They consider how to extend children's independence skills in their planning and have recently revised children's input in the snack time routine. Staff teach children how to handle tools and prepare fruit. They give clear instructions and children show great concentration and awareness of safety as they cut kiwi and grapes. Staff skilfully introduce new vocabulary and letters sounds as they talk to children about what they are doing. Children identify the initial letter sounds of fruits and describe their texture using words such as 'juicy', 'smooth' and 'soft'.

Personal development, behaviour and welfare are good

Since the last inspection, the pre-school staff have revised their approach to supporting children's behaviour. Staff have attended behaviour management training and they support children's behaviour and emotional well-being effectively. For example, staff are positive role models. They discuss rules and boundaries with children and create visual pre-school rules. Staff talk to individual children about their behaviour. This helps them to understand how to make the right choice and behave well. Children have plenty of opportunities for fresh air and exercise. For instance, they play outdoors, learning to roll large hoops with control to one another. Parents comment positively on the pre-school and say that they are happy with the care their children receive.

Outcomes for children are good

Children develop the skills they need to prepare for the next stages of their learning. They explore and investigate, scooping and pouring porridge oats in and out of containers and describing how they feel in their hands. Children develop secure physical skills. They balance carefully as they walk on stilts across the playground. They hold paintbrushes with control, dipping them in paint and making brush strokes along paper. Children develop positive social skills and enjoy talking to visitors about their learning.

Setting details

Unique reference number	141812
Local authority	Milton Keynes
Inspection number	10080805
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	60
Number of children on roll	44
Name of registered person	Bancroft Playgroup Committee
Registered person unique reference number	RP909832
Date of previous inspection	19 September 2018
Telephone number	01908 322502 or 07761 802393

Bancroft Pre-school registered in 1985. The pre-school opens on Tuesday, Wednesday, Thursday and Friday from 9am to 3.15pm, and on Monday from midday until 3.15pm, during term time only. Children have the option to stay for lunch and attend for a full day. The pre-school employs eight staff, seven of whom work with children. One member of staff holds a relevant qualification at level 6, and six members of staff hold relevant childcare qualifications at level 3.

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