

# Olney Pre-School

The Olney Centre, High Street, OLNEY, Buckinghamshire MK46 4EF



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|--------------------------|----------------|
| <b>Inspection date</b>   | 12 June 2019   |
| Previous inspection date | 2 October 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Outstanding        | 1        |
| Effectiveness of leadership and management                    |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Staff encourage parents' active involvement in the setting. Many join the committee team and have direct responsibility for leading the group. This affirms the pre-school's position in the heart of the community.
- The highly qualified manager leads the pre-school with authority and the highest ambition. She critically evaluates the effectiveness of the pre-school, making ongoing changes where needed. Staff are forward thinking and ready to embrace changes to sustain the excellent quality of the pre-school.
- The quality of teaching is excellent. Staff provide fast-paced, adult-led activities that suit the needs of all children. They skilfully differentiate activities to ensure that children of all ages and abilities have enough challenge to sustain their interest and stimulate their development.
- In the garden, children excitedly go on a bug hunt. Using their tick lists, they investigate what creatures live in the pre-school garden. When they find slugs, snails and worms, staff expand on their knowledge by explaining that some creatures enjoy the wet weather, so they are more likely to be seen after the rain.
- Staff read familiar stories to children. They further engage children's interest in books by using props to bring the story to life.
- Children's behaviour is excellent, and they demonstrate a strong sense of belonging at the pre-school and close attachment to their key person. Children have high self-esteem and are confident as they play and learn.

## What the setting needs to do to improve further

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

- continue to find even further ways to share children's learning with parents for them to build on children's excellent progress at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff throughout the inspection at suitable times.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of leadership and management is outstanding

Staff take decisive and effective measures to keep children safe in their care, for example stringent collection routines at the end of sessions. The pre-school safeguarding team shares responsibility for identifying, managing and reporting child protection issues at the pre-school. Safeguarding is effective. Additional funding is used to provide rich and valuable experiences that fascinate children. For example, children watch baby ducks emerge from eggs and nurture them as they grow. Children with special educational needs make rapid progress. Staff have extensive support and supervision. The committee team fully invests in staff's professional development. Consequently, staff are highly qualified and motivated in their work. Parents have extensive opportunities to find out about children's learning and development. However, some parents would like even more information and staff are finding further ways to increase the amount of information that they share.

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

Staff use every opportunity to promote children's mathematics learning. In the garden, children create different sized bubbles using different wands. As they do so, staff effectively expand on children's vocabulary by encouraging them to use different words to describe 'big'. Children learn about life-cycles and the concept of change. This is replicated in a wealth of different ways. For example, children explore how to change the texture of cornflour by adding water. They investigate with curiosity how the more cornflour they add, the stiffer the mixture becomes. Children play outdoors, immersing themselves in the activities on offer. In doing so, they use their whole bodies and senses and test out their excellent physical skills. Staff make highly accurate assessments of children's development to plan superbly for their future learning.

### Personal development, behaviour and welfare are outstanding

Staff sensitively encourage children to learn about the differences and similarities between themselves and others. They talk about families and the things they have in common and what makes them different. As a result, children learn to be accepting of each other and embrace the diversity of their experiences. Children are highly independent in managing their personal needs. Staff put robust procedures in place to support children with special dietary requirements. Children demonstrate their superb self-control. Their whole bodies wiggle with excitement as they know the answer to questions that staff ask and eagerly wait for their turn to show their understanding.

### Outcomes for children are outstanding

Children make excellent progress in their learning and develop into confident communicators. Children who learn English as an additional language make particular gains and rapidly become fluent talkers. Children show a sense of wonderment in their learning as they devour every opportunity staff provide to boost their learning. Children gain essential skills in readiness for starting school, with the majority being able to at least read and write their own names. Moreover, children develop a thirst and an enthusiasm for learning that equip them extremely well for their future lives.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 141861  |
| <b>Local authority</b>                           | Milton Keynes   |
| <b>Inspection number</b>                         | 10104218  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 32  |
| <b>Number of children on roll</b>                | 77  |
| <b>Name of registered person</b>                 | Olney Pre-School Committee  |
| <b>Registered person unique reference number</b> | RP517354  |
| <b>Date of previous inspection</b>               | 2 October 2014  |
| <b>Telephone number</b>                          | 01234 240042  |

Olney Pre-school registered in 1968. The pre-school operates from The Olney Centre building in Olney. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including the manager who holds Early Years Professional status and the deputy manager who has Qualified Teacher Status. The pre-school opens from Monday to Friday, term time. Sessions are from 9.15am until 11.45am and 12.45pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

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