

Little Ashes Pre-School

Parish Hall, Horsepond Great Brickhill, Milton Keynes MK17 9BA



Inspection date	6 June 2019
Previous inspection date	24 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 work very hard to provide children with a bright and stimulating environment in this 'set out and pack away' pre-school group. Children benefit from unique opportunities to enjoy outdoor activities in the nearby woods and playground.
- Children are happy and acquire excellent social skills. They make good progress in their learning through play and are inquisitive, curious and keen to learn.
- Parents speak very highly of the pre-school and especially value the daily conversations about their child's learning and welfare. They state that, 'This is the most incredible place. Staff are marvelous, and my child cannot wait to come'.
- Children resolve conflicts successfully during play and are very well behaved, kind and helpful. Staff value children as individuals and have an excellent rapport with them and each other.
- There are highly effective partnerships with other professionals to ensure that children who may have difficulties with speech and language development are swiftly identified and actively supported to catch up with their peers.
- Staff do not always make the most effective use of questioning to extend children's learning to the highest possible level.
- The tracking of children's progress does not always reflect the good knowledge of staff and show the progress children make from their starting points.

What the setting needs to do to improve further

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

- enhance staff's use of careful questioning to extend children's learning to the highest possible level
- strengthen the tracking of children's achievements to ensure it accurately reflects what staff know about children and clearly shows how quickly they are making progress from their starting points.

Inspection activities

- The inspector had a tour of the premises and observed activities taking place indoors and outdoors.
- The inspector completed two observations of activities with the manager and evaluated these with her. They discussed the management of the pre-school at various times during the visit.
- The inspector sampled documentation, including evidence of staff suitability, policies and procedures and qualification certificates.
- The inspector held a meeting with the committee chair and talked to staff and children at appropriate points in the inspection.
- The inspector spoke to parents and took account of their verbal feedback.

Inspector

Susan Marriott

Inspection findings

Effectiveness of leadership and management is good

The pre-school manager is very experienced and has high expectations of her well-qualified staff team. Safeguarding is effective. The manager ensures all staff understand their safeguarding roles and responsibilities. They know what to do if they are worried about a child and they maintain a safe environment for children. The committee provides very strong support for the manager and her staff team, who constantly reflect on, and evaluate, their daily practice. Effective monitoring, staff supervision meetings and further training ensure staff's continuous professional development. Staff use the skills they gain to enhance the daily experiences for children. Staff are proactive in promoting partnerships with the other early years settings that children currently attend, to help provide a consistent, shared approach to children's learning.

Quality of teaching, learning and assessment is good

Children develop good relationships with staff and learn to value and respect the feelings and opinions of others. For example, they playfully decide to tie the manager to a tree in the woods and cooperate to find enough skipping ropes to achieve this. They work together to tie the knots, resolve a dispute and then set her free when she expresses her mock distress. Staff assist a child to complete the balance trail and, filled with new confidence, the child then proudly completes another circuit all by herself. Staff tailor children's learning to meet their needs and interests, using their in-depth knowledge of what children know and can do. A focus on learning about farm life involved children enjoying sensory play with 'pigs' in mixed cornflour and cocoa powder 'mud'. Children choose what story they wish to hear and concentrate well as they join in with the popular refrain in 'Superworm'. Each child's key person gathers information about their progress in learning so that no child gets left behind.

Personal development, behaviour and welfare are good

Staff provide a warm welcome to children and their parents. They give children lots of choices in their play experiences, enabling them to choose resources readily and decide how to use them. They help children to manage any disagreements that arise and to be tolerant and respectful towards people who are different from themselves. Children gain a good awareness of a healthy diet and lifestyle through discussions around the daily routines. Staff encourage children's independence in pouring their milk or water. They promote early counting skills and confidence as they encourage children to take two pieces of pear and to butter their two crackers. Staff teach children to stay safe through, for example, gentle reminders and focused discussions as they play.

Outcomes for children are good

All children progress well from their starting points. They benefit from the professionalism of the caring and attentive staff. Children develop into interested and motivated learners. They develop a wide range of skills that prepare them well for their future lives and for school.

Setting details

Unique reference number	140859
Local authority	Buckinghamshire
Inspection number	10108488
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	18
Name of registered person	Little Ashes Committee
Registered person unique reference number	RP908620
Date of previous inspection	24 June 2015
Telephone number	07855 215154

Little Ashes Pre-School registered in 1995 and is managed by a parent committee. It operates from the village hall in Great Brickhill, Milton Keynes, Buckinghamshire. The pre-school is open on weekdays during school term times from 9am until midday, with a lunch club on some days from midday until 12.30pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The committee employs three members of staff, all of whom hold relevant early years qualifications at a minimum of level 3.

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