

Inspection of Coffee Tots Pre-school

99 Jonathans, Coffee Hall, MILTON KEYNES MK6 5DR

Inspection date:

26 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff share a strong understanding of their curriculum. They focus on helping young children to develop positive social skills, such as developing friendships, adjusting to rules and boundaries and settling in to pre-school. They help older children to embed their knowledge and skills in preparation for their future learning. Staff place a high priority on ensuring that children have positive opportunities to develop their physical skills as they play in the fresh air. This helps to ensure that the children have daily access to outdoor play outside of their home environment.

Staff have consistently high expectations for all children, including those in receipt of additional funding. They know children well and ensure that activities provide appropriate challenge. The manager has ambitious plans to develop the curriculum further, for instance by increasing real-life learning experiences to help enhance children's knowledge and skills.

Children are well behaved. They demonstrate positive attitudes to learning and become absorbed in their self-chosen play, for example washing, drying and looking after their 'babies'. They are happy and safe in the setting.

Staff recognise when children show signs that they are ready for toilet training and they report this to parents. However, they have not fully considered how they can support parents to understand how to respond to these signs at home.

What does the early years setting do well and what does it need to do better?

- The manager monitors the performance of her team effectively. For instance, since the last inspection, she has implemented a robust staff-supervision cycle. She now observes staff regularly and provides precise feedback to help them improve their practice. Staff understand their targets for improvement and report that the feedback they receive helps them to improve their teaching.
- Relationships between staff reflect the positive culture in the pre-school. This is demonstrated as staff use their knowledge of individual children to help them coach their colleagues in ways to consistently support children's behaviour. As a result, children receive clear messages about right and wrong. They listen and respond to staff well.
- Staff develop strong partnerships with professionals and staff at other settings that children attend. For instance, they promptly seek and implement advice from professionals, such as speech and language therapists. They liaise closely with staff at schools that children transfer to. This helps them to share relevant information about children's learning needs and promotes a smooth transition process.

- Staff are strong role models. In their interactions with each other, they show children how to hold conversations with others. They promote good manners and children say 'please' and 'thank you' at snack time.
- Staff help children to develop self-care skills, such as learning to wash their hands. However, they do not work in partnership with parents as well as they could, to aid their understanding of how to help their children progress from wearing nappies to using the toilet. This does not help children to become increasingly independent in managing these personal needs.
- Staff know their key children very well. They have a strong understanding of what children know and can do. They use this information to help them plan activities that enable children to achieve the next steps in their learning. For example, staff encourage older children to use the correct pencil grip to draw circles, lines and dots and create recognisable pictures of their families. Staff help young children to get to know each other and lead group times where children sing songs and learn each other's names.
- The manager uses additional funding effectively to help to enhance children's learning within the curriculum. For instance, children access fun exercise sessions, which helps to promote their good health. She aims to further enrich the curriculum with more meaningful real-life experiences for children to support their health and well-being, such as learning to cook and learning about brushing teeth effectively.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. For instance, she ensures that they attend regular training and she tests their knowledge by regularly asking them safeguarding questions. Staff have a secure understanding of the signs and symptoms of abuse. They understand the procedures to follow should they have a concern about children's welfare. Staff follow robust procedures when children are absent and they monitor children's attendance closely. This helps them to protect children's welfare.

What does the setting need to do to improve?

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

- develop further opportunities to enhance the curriculum and help children to achieve the best possible outcomes
- strengthen partnerships with parents and review the support available for them to help them understand how to recognise and respond to signs their children are ready for toilet training at home.

Setting details

Unique reference number	EY478760
Local authority	Milton Keynes
Inspection number	10096260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Coffee Tots Pre-school Committee
Registered person unique reference number	RP519663
Telephone number	01908 200130
Date of previous inspection	4 February 2019

Information about this early years setting

Coffee Tots Pre-school re-registered in 2014. It opens on weekdays during school term times. The opening hours are from 8.30am to 11.30am and from 12.15pm to 3.15pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs four members of staff. Of these, three members of staff hold qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector went on a learning walk with the manager.
- The inspector and the manager carried out a joint observation of a planned activity.
- The inspector spoke to parents, staff and children at appropriate times during the inspection.
- The inspector and the manager held a meeting to discuss improvements that have been made since the last inspection and to check the suitability of staff.

We carried out this inspection 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.

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