

Inspection of Manor Farm Pre-School

Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire HP15 7PH

Inspection date:

6 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are kept safe. Staff ensure the premises are secure and they supervise children closely at all times. Children show that they are happy to be at pre-school and that they enjoy their time there. Children benefit from lots of fresh air and exercise. They are encouraged to spend time outside and to play energetically. This has a positive impact on their physical good health. They thoroughly enjoy using wheeled toys and climbing equipment.

Although the curriculum is broad, it is not ambitious enough. Staff do not have high enough expectations of children's capabilities. Although many of the activities initially look appealing to children, they do not offer enough challenge to capture children's interest for long. For example, staff put out trays of materials to encourage children to feel different textures. However, they do not consider how to extend this learning further for the older and most-able children.

Children benefit from regular opportunities to hear stories and look at books. Children thoroughly enjoy listening to well-known stories and re-enacting the tales using puppets and props. This helps them learn about how stories are structured. At other times, staff's interactions are less effective. For example, during some adult-led activities, staff do not always give children many opportunities to share their own ideas and thoughts.

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

- The pre-school has been through a period of change. The recently appointed manager has supported staff successfully to feel valued and appreciated. She recognises that she now needs to focus monitoring and support on improving the overall quality of teaching and the curriculum. She also recognises that she needs further support from the provider and management committee to do so effectively and confidently.
- Staff complete the required progress check for most children aged between two and three years old. However, they do not always complete these for children who start pre-school close to their third birthday. This means that some parents do not receive information to which they are entitled and this could lead to any concerns not being identified as quickly as they could be.
- Staff deliver some adult-led activities well. For example, staff teach about letters and the sounds they represent. Children show good levels of understanding of this aspect of literacy. When staff join children at less-structured activities, some of the support they offer is effective. For example, they teach about volume and measurements when they join children at the water tray.
- Staff identify what children need to learn next. However, they do not always recognise how best to teach these next steps. For example, staff identify that

some children need support to focus, but don't recognise that joining in with their play could help teach these skills.

- Staff do not always plan well. For example, they ask children to pour and measure ingredients to make dough. However, they do not consider that it is difficult for children to do so from large, heavy bags. Staff have to intervene and pour for the children. When staff ask younger children to sort a box of cars by colour, they do not consider that children will be confused because most of the cars have several colours in their design. These children quickly lose interest in the activity.
- Children show enthusiasm for outdoor learning. Older children are excited when it is their turn to attend forest-school sessions. The manager brings in specialist staff to teach some aspects of the physical-development curriculum. Children thoroughly enjoy these times. They listen well to what they are asked to do. They learn to move their bodies in different ways and to throw and catch.
- Children develop good levels of independence. For example, children know that possessions from home need to be kept in their special drawers to keep them safe. Staff work closely with parents to support toileting and children show age-appropriate skills in meeting their own personal care needs.
- Staff do not spend enough time teaching children how to use resources in meaningful ways. For example, staff put out tools and resources to encourage children to wrap parcels and print using paint and vegetables. However, staff do not provide children with enough help to master these skills. Children quickly move away from these activities and do not show pride in anything they make.
- Respectful partnerships with parents are used well to continue children's learning at home. For example, children regularly take home books to share with their parents to further their language development and love of stories.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their role in keeping children safe. They attend regular training, which helps ensure their knowledge remains accurate. The manager discusses safeguarding regularly with staff to re-enforce this understanding. Staff are able to identify the signs that a child may be at risk of harm. They know how to share these concerns to help keep children safe. They have a detailed understanding of wider safeguarding issues, including the risks to children of being exposed to extreme views. The provider follows robust recruitment procedures to ensure those employed to work with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide the manager with effective support to monitor the curriculum and ensure learning experiences consistently motivate and challenge children in their learning	01/02/2020
focus support, guidance and training for staff on raising the quality of teaching so that it is of a consistently good quality	01/02/2020
ensure the required progress checks are completed and shared with parents for all children aged between two and three years.	01/01/2020

Setting details

Unique reference number	EY258641
Local authority	Buckinghamshire
Inspection number	10128711
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 to 7
Total number of places	30
Number of children on roll	54
Name of registered person	Manor Farm Pre-School Committee
Registered person unique reference number	RP911102
Telephone number	01494 816730
Date of previous inspection	9 December 2015

Information about this early years setting

Manor Farm Pre-School registered in 2003. It is located in Hazelmere, High Wycombe, Buckinghamshire. It operates from 8am to 3.15pm, Monday to Friday, during term time only. This includes an early bird session for children who attend the attached school. The provider employs nine staff. The manager and six other staff members hold relevant qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The manager and the inspector carried out a learning walk and the manager explained how the provision is organised.
- The inspector and the manager carried out a joint observation and evaluated the quality of teaching and learning.
- Parents shared their views and the inspector took these into account.
- The inspector held meetings and discussions with staff and the manager at convenient times during the inspection.
- The inspector looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019