

# Inspection of Youth Club Pre-School

Wolverton Road, Newport Pagnell, Buckinghamshire MK16 8HX

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Inspection date: 27 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Staff have appropriately high expectations for children's attainment and organise a uniquely challenging and exciting curriculum for children. The experienced team is exceptionally skilled and uses teaching techniques that successfully entice children to explore, discover and make choices about their learning. Children benefit from an exciting and meticulously planned environment that is based on their interests.

Children strengthen the small muscles in their hands through interesting activities. They skilfully use tongs to pick up sea life creatures, and rolling pins and tools to manipulate dough. Children rapidly develop their skills in readiness for starting school. Children practise writing in multiple ways. In the garden, they trace letters into the dry oats or record 'orders' for 'food' from the mud kitchen café. Older children can write their names, taking great care in the correct formation of their letters.

Children develop exemplary personal and social skills and their behaviour is excellent. Their zest for learning is evident and there is eager, excited anticipation as they wait with their parents at the start of the day. Children form close relationships with their key person as well as with each other. They show their joy when their friends arrive and greet them warmly.

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

- Through exceptionally effective management, staff workload is manageable and morale is very high. Direct teaching and guiding of children's learning remains the utmost priority in this excellent pre-school. Staff exhibit enthusiasm and genuine commitment to their work. They strive to provide the very best possible care and education for children. Staff work tirelessly to transform the hall into an enticingly attractive environment so that children genuinely want to play and learn here. Children learn at a rapid pace and make excellent progress, as staff are very precise in meeting their needs.
- Where children begin with lower attainment than expected, staff give timely support and work with families to make sure that children can make first-rate progress. Staff get to know children and their families really well through the highly effective key-person system. Assessments of learning are timely, accurate and precise.
- Children have a wealth of opportunities to learn about mathematics. They count conkers and leaves, and match the items to the correct numeral. They thoroughly enjoy counting songs, such as their favourite pirate song, and sequence the numbers in successive verses. Children carefully print with plastic shapes and identify triangles, stars and squares. They skilfully roll out play dough and proudly cut out 'five rectangles'.

- Children's safety is of paramount importance. Staff understand how to keep children safe. Allergies are managed effectively and risk assessments are methodically devised and purposefully implemented. The way in which the staff are deployed means that the children receive consistently high levels of care and attention.
- Teaching about diversity helps children to explore different faiths and cultures. Children learn about the things that make them unique. Staff and parents show different cultural outfits and provide Diwali treats. Jewish New Year is acknowledged with apple and honey for snack time. Staff place a high focus on equipping children to grow and develop into tolerant, understanding British citizens, who know about others and respect their similarities and differences.
- The arrangements for monitoring the quality of teaching are systematic and meticulous. The manager identifies areas for improvement quickly and carefully supports staff to be at their best at all times.
- Children learn about empathy and understanding for others. They decorate a box to send harvest contributions to the local food bank. They print poppies to make Remembrance Day pictures and manage to stay silent for one minute to remember the soldiers. Children dress in spots for 'Children in Need Day', ice spotty cakes and enjoy a teddy bears picnic.
- Parents are overwhelmingly impressed with the pre-school and take the time and trouble to forward complimentary testimonials about every aspect of the provision. They praise the 'amazing progress' their children make.
- The pre-school is very proactive in working with parents and other professionals to benefit children. Intervention is quickly sought and secured to support children with special educational needs and/or disabilities. Additional funding is sensitively used to provide extra help for children who need it. Through extensive information-sharing with parents, the pre-school helps to support children's learning at home extremely well.

## Safeguarding

The arrangements for safeguarding are effective.

The manager promotes an exceptionally vigilant culture of safeguarding in this pre-school. Her staff team has an extensive awareness of safeguarding issues. All staff undertake regular training to keep their excellent knowledge fully up to date. Staff are alert to signs and symptoms that children might be at risk of harm. They are exceptionally confident about the procedures for reporting concerns. The manager and deputy make daily checks on all pre-school electronic devices for any unauthorised use. The manager regularly reviews policies and procedures to ensure that they continually improve and strengthen safeguarding practice. The staff team is particularly vigilant about comments children may make and takes account of what it knows about children and their families to protect children.

## Setting details

<b>Unique reference number</b>	141817
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10108490
<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>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Youth Club Pre-School Committee
<b>Registered person unique reference number</b>	RP910522
<b>Telephone number</b>	07714 041494
<b>Date of previous inspection</b>	5 June 2015

## Information about this early years setting

Youth Club Pre-School registered in 1972 and is run by a committee of parents. The pre-school is located in the Youth Club Centre in Newport Pagnell. It opens on weekdays, during school term times, from 9am to 2pm. The pre-school employs nine members of staff. Of these, one holds a qualification at level 6, six hold qualifications at level 3, one holds a qualification at level 2 and one member of staff is unqualified.

## Information about this inspection

### Inspector

Susan Marriott

## Inspection activities

- The manager and her deputy took the inspector on a learning walk around the pre-school and the outdoor areas.
- The inspector observed activities taking place, both indoors and outdoors.
- The deputy manager accepted an invitation to complete a joint observation of an activity with the inspector. They evaluated this together.
- The inspector spoke with the staff at appropriate times throughout the day and children talked to the inspector about what they liked doing at pre-school.
- The inspector examined a sample of documentation, including evidence of the suitability and qualifications of staff.
- Parents shared their feedback and views of the pre-school with the inspector at the beginning of the morning session. The inspector also took account of testimonials from parents received via email.

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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