

Inspection of Manor Farm Pre-School

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

Inspection date: 12 July 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

The pre-school is a hive of learning, fun and activity. All children benefit from an extremely safe and stimulating environment. Children are completely engrossed in their learning from the moment they enter the pre-school until the end of the session. They benefit from the abundance of well-planned activities and resources, which staff set up for them. All the children thrive with rich experiences that help them to learn about the world around them. For example, children relish looking at insects they have found in the excellent garden area. They talk about the different insects features, as they observe them closely through magnifying glasses. They learn how to treat insects with care as they place them into pots and into the 'bug hotel' they have helped to build. Children are extremely busy and know what is expected of them. They behave exceptionally well and treat each other with kindness and respect.

A highly sensitive settling-in process means that all children are extremely happy and confident in the pre-school. Staff conduct home visits prior to children starting so they can get to know the children in their familiar environment. They gather detailed information from parents to meticulously meet the needs of children and their families. The manager thinks of innovative ways to support families through big life events. For example, she selects and personally delivers story books to reassure parents and children when they start at the setting, or if children are having an operation.

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

- When the setting briefly closed during the COVID-19 (coronavirus) pandemic, the manager and staff worked tirelessly and extremely closely with parents to support children's learning. For example, children received daily activities while at home and took part in fun interactive stories using props. The pre-school continued with their Easter raffle. They held the draw live online, hand delivering the prizes to family's doorsteps. For those children who receive additional funding, toys, resources and books were sent home for them.
- Leaders and staff have extremely high expectations for all children, regardless of their backgrounds and any special educational needs and/or disabilities. Staff monitor children's development very closely. They work collaboratively with parents and other professionals to support children who are at risk of falling behind in comparison to their peers. The quality of the curriculum intent is shared and supported exceptionally well across the team. Highly focused teaching enables all children to make the best possible progress in their learning.
- Staff are highly adept at tailoring their interactions to meet the individual needs of the children they are working with. They interact skilfully with children to provide them with unlimited opportunities to think critically and express

themselves. Such as, when staff ask them what they think will happen if they add water to the sandpit. They allow children the independence to find out for themselves. Children relish the freedom of testing out their thoughts and ideas as they fetch water in containers. They enthusiastically talk about the changes to the sand after water is added.

- The highly reflective leadership and staff team regularly monitor the quality of the provision and their practice. Leaders recognised that the provision for children's mathematical development was less effective. They sought training opportunities for staff who were able to share their learning with the rest of the team. As a result, children benefit from a wealth of opportunities to develop their mathematical thinking. Plans for ongoing improvement are highly effective in helping children to achieve the best they can and benefit from the widest range of experiences possible. For example, leaders sought funding to re-develop the outdoor environment so that children can benefit from endless rich experiences. Children happily play in the 'road' area of the garden. They develop physical skills and learn the importance of road safety as they navigate the 'roads' with ride on toys. They use their imaginations and re-enact familiar scenarios as they busily wash their cars with sponges and cloths after parking them in the 'car wash'.
- Children are extremely well supported to develop important independence skills and learn how to keep themselves safe. During snack time, staff ask children to choose and serve themselves a drink of their choice. Children relish the opportunity to chop their fruit snacks under careful supervision and learn how to hold the knife safely. Staff skilfully guide children to safely hold construction tools as they carefully saw and hammer nails into wood.
- Parents highly rate what they consider to be an exceptionally caring and communicative staff team. Parents praise the high-quality education opportunities available to their children. Furthermore, parents are particularly positive about the additional activities provided for their children, such as Spanish lessons and sporting events. In addition, they feel that the pre-school have supported their children's social skills incredibly in preparation for their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding amongst the leadership and staff team. All staff understand their responsibility to report any concerns they have about children's safety. They are fully aware of what the designated safeguarding leads must do once concerns are reported to them. Staff are confident about acting themselves if they feel their concerns are not dealt with appropriately. Children learn from an early age about how to keep themselves safe online through age appropriate, interactive books. Staff consistently implement the additional safety measures put in place to keep everyone safe in light of the COVID-19 pandemic.

Setting details

Unique reference number	EY258641
Local authority	Buckinghamshire
Inspection number	10133550
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 at time of inspection	3 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Manor Farm Pre-School Committee
Registered person unique reference number	RP911102
Telephone number	01494 816730
Date of previous inspection	6 December 2019

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 eight 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

Carla Roberts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the vice-chair of the committee, the manager and staff at appropriate times during the inspection.
- Some documentation was sampled, including accident records, staff qualifications and the safeguarding policy and procedure.
- The inspector observed interactions between staff and children throughout the inspection, indoors and outdoors to evaluate the quality of teaching.
- Parents provided written feedback about their views on the quality of care and education provided and the inspector took account of these.
- A learning walk was undertaken with the manager and deputy, where they explained how the curriculum and pre-school is organised to meet the needs of the children.

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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