

Inspection of The Avenue Pre-School Playgroup

The Avenue Methodist Church, Rutland Avenue, HIGH WYCOMBE, Buckinghamshire
HP12 3JQ

Inspection date: 12 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive at pre-school with big smiles and greet staff warmly. They are happy and settled. For those that find separating from parents more tricky, staff provide high interest activities and offer the comfort and support they need. Children understand the setting routines, such as listening for the musical instrument to indicate it is time for snack or to tidy up. Children are developing independence and self-help skills which will support them as they move on to school. For instance, they hang their own coats and bags on arrival and older children help at snack time and pour their own drinks.

Children behave well and receive regular reminders for the expectations of behaviour and follow these effectively. At circle time, staff remind children to do good sitting and listening and use pictures to reinforce this. This supports children who do not speak English as their first language or those with additional needs. Children begin to gain an understanding of democracy, by voting for the book of their choice at group times.

Children enjoy outdoor play daily, where they run, climb, balance, and learn to negotiate steps, this supports their good health and well-being. They also understand the additional measures that staff have put in place for the COVID-19 (coronavirus) pandemic, knowing they must wash their hands regularly or use sanitiser.

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

- Additional funding, such as early years pupil premium, is used well to support children's needs. The manager and staff ensure that children with special educational needs and/or disabilities (SEND) receive the support they need to make good or better progress from their starting points. As far as possible they are included in the setting and where this is not in their best interests alternative provision is made for them. However, at times, such as the beginning of the day when their key person may be unavailable, staff deployment does not fully support the needs of all children, especially those with SEND.
- The manager has high expectations for all children and plans an effective curriculum to support their learning. The intentions for learning are based on what the manager and staff know about the children and what they feel it is important for them to learn and experience before they move on to school or nursery. This ensures children are well prepared for the next stage in their learning.
- Partnerships with parents and others are strong. Parents speak very highly of the setting. They value the communication they receive and the regular updates about their children's learning. They also found the home learning support

provided by the setting during the COVID-19 lockdown especially helpful. Such as the manager and staff giving ideas and activities to continue to promote children's learning and well-being at home.

- The manager and staff foster a love of books, for example as they read stories to children. They also enrich activities by having appropriate books close by for children to refer to. However, the large circle time story is not fully effective. It does not meet the needs of all those involved, as they cannot hear due to the noise levels elsewhere in the room. Also, it does not account for the needs of younger or less able children.
- The manager and staff nurture children's curiosity. For instance, children are very enthusiastic to use mini metal detectors to seek anything metal within the setting. They are excited when the machine beeps to alert them that they have been successful.
- The manager and staff prioritise the development of children's communication and language. They use strategies such as providing narratives to children's play, to ensure children hear language and are constantly exposed to new words. They use some sign language and visuals to reinforce language and communication and to build on children's understanding.
- The provider and manager have made significant improvements since the last inspection. They have received a great deal of support from the local authority advisor, to offer professional development opportunities to staff, to enhance the quality of teaching, and support children's communication and language skills. The advisor has completed observations, provided training, modelled practice, completed an interactions audit, and supported the manager to develop a comprehensive action plan. The previous actions have all been met.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge and understanding of the indicators of abuse. They know the appropriate procedures they need to follow should a referral need to be made in relation to a concern about a child, or if they had concerns about a staff member. They have made effective referrals to ensure children and families receive the support they need. The manager and staff have a clear understanding of wider safeguarding issues, such as extremism. The provider and manager follow an appropriate safe recruitment process to ensure those caring for children are suitable to do so.

What does the setting need to do to improve?

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

- revise and improve staff deployment so that it fully supports the needs of all children especially those with SEND

- review the organisation and structure of large group times to take into consideration the individual needs of children, to enable them all to remain focused and engaged.

Setting details

Unique reference number	EY333723
Local authority	Buckinghamshire
Inspection number	10115600
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	24
Number of children on roll	15
Name of registered person	The Avenue Pre-School Playgroup Committee
Registered person unique reference number	RP526230
Telephone number	01494 563663
Date of previous inspection	2 July 2019

Information about this early years setting

The Avenue Pre-School Playgroup registered in 2006 and is based in High Wycombe, Buckinghamshire. Sessions are from 9.30am until 12.30pm Monday to Friday, during school term times. The provider employs five staff, four of whom hold relevant early years qualifications at level 3 or above. The manager has a relevant level 6 qualification. The pre-school receives funding to provide free early years education to children aged two-, three- and four-years-old, as well as early years pupil premium funding.

Information about this inspection

Inspector

Clare Perry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk and discussed for the curriculum and environment is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector spoke with staff at appropriate times during the inspection.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- Parents shared their views of the setting. The inspector took these views into account.
- The inspector looked at relevant documentation and reviewed evidence of suitability, training records and policies.

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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