

Inspection of Little Marlow Preschool

The Pavilion, Church Road, Little Marlow, Marlow, Buckinghamshire SL7 3RS

Inspection date: 30 March 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish at this welcoming home-from-home pre-school. They arrive with enthusiasm and are eager to explore the interesting activities on offer to them. Children are greeted warmly by familiar staff. They form positive relationships with their peers and develop their social skills well. For instance, children share tools such as rollers and shape cutters. They discuss different ways to squish and roll play dough. Children are confident to share their ideas with others, talk about their own creations and praise their friends for their achievements. Outside, they initiate their own games and pop up umbrellas. They pretend it is raining and use spray bottles to shoot water into the sky. This helps to build on the muscles in their hands and fingers in preparation for early writing.

Children demonstrate good independence skills. They know their routines well, listen to instructions and tidy away toys. Children change their shoes as they move freely between the indoor and outdoor environments. They show an understanding of personal hygiene, independently blow their noses, and wash their hands with little prompting. Staff spend time getting to know their children. They are caring, approachable and responsive to their individual needs. All children, including those children with special educational needs and/or disabilities, make good progress.

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

- Partnerships with parents are very strong. Throughout the COVID-19 pandemic, staff communicated with parents, such as through digital media, to help parents teach their children at home. Parents say staff provide regular information about what and how their children are learning. They comment that staff prepare children well for the move on to school.
- Staff make regular observations to identify realistic next steps in children's development. They know how children learn and plan a good range of stimulating activities. For example, children show good imagination and create a beach scene. They use numbers in their play as they fill up their buckets and transport water into the sand tray. However, on occasion, staff overly direct children's play. They do not challenge and extend children's mathematical understanding to an even higher level.
- Staff promote children's language and communication development well. For example, children initiate their own games and create a pretend café. They take orders from staff and engage in active discussions about their menu. Staff build on children's vocabulary and introduce new words to help them describe different foods, such as 'spicy'.
- Children have wonderful opportunities to learn about their local community and the wider world. For example, they plant daffodil bulbs around the cricket grounds and enjoy regular walks to see how they grow. Children write letters to

their parents and post these at the local post office.

- Children gain a good understanding of how to keep themselves healthy. For example, they describe the different tastes of fruit and vegetables and discuss their nutritional benefits. Children pretend to make and eat their own breakfast and say this gives them energy for the day. They learn about good oral hygiene as they carefully squeeze toothpaste onto brushes and clean pretend teeth.
- The manager works closely with the staff team to make improvements that benefit children. For example, they have recently extended the outdoor play area to provide children with even further space to enjoy and engage in their activities. Staff state that they feel well supported in their roles. They regularly reflect on their practice with the manager and identify training to help them develop their knowledge and skills further. The ongoing supervision of staff is effective and supportive.
- Staff promote children's self-esteem and emotional well-being highly effectively. Children behave well and respond to continuous praise and encouragement for their achievements. They spend long periods of time concentrating on their favourite activities and demonstrate a responsible approach to handling equipment and resources. Children explore their similarities and differences through everyday experiences. They openly talk about how they are feeling with sensitive support from staff.
- The manager works closely with outside agencies and other professionals to ensure continuity in children's learning. She has good relationships with the reception teachers at local schools and makes sure all children have a smooth transition into the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of the possible indicators of abuse. They know how to make a referral to the relevant agencies in the event of a concern about a child's welfare. Staff are clear about how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours. Children are supervised well, indoors and outside. Staff assess risks regularly to identify and remove any potential hazards to children. The manager implements effective measures to ensure that there are thorough safeguarding procedures for the recruitment of new staff.

What does the setting need to do to improve?

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

- support staff to gain a better understanding of how to challenge and build on children's mathematical skills.

Setting details

Unique reference number	116728
Local authority	Buckinghamshire
Inspection number	10228188
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 4
Total number of places	20
Number of children on roll	14
Name of registered person	Adaway, Louise Helen
Registered person unique reference number	RP907180
Telephone number	07967 597 516
Date of previous inspection	6 October 2016

Information about this early years setting

Little Marlow Preschool registered in 1980. The pre-school is located in Marlow, Buckinghamshire. The pre-school operates from 9am to 3pm, Monday and Wednesday and 9am to 12pm on a Tuesday, Thursday and Friday, during term time only. There are four staff; of these, three hold relevant childcare qualifications at level 3 and one holds a relevant level 2 qualification. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

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 manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the pre-school. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the pre-school.

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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