

Inspection of New Millside Pre-School

Broughton County First School, Narbeth Drive, AYLESBURY, Buckinghamshire HP20 1NX

Inspection date: 5 May 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy coming to this creative and well-set-out pre-school. Staff warmly welcome children and it is evident that they cannot wait to start the day playing with their friends and the many resources and activities on offer. The pre-school is a hive of learning for children. They are completely engrossed in the activities, and they learn through play. For example, they bake 'cakes' in the outside mud kitchen, using mud and twigs to complete their creations and express their creativity. Children thrive with rich experiences that help them to learn about the world around them. For example, the pre-school has seasonal visits from baby rabbits, and children observe duckling eggs as they hatch. These experiences help to support children's concentration skills and they learn a new range of vocabulary. Staff react swiftly to support children with special educational needs and or/disabilities while simultaneously keeping them engaged with their learning. Leaders ask the children each week what they would like to learn the following week. For example, children would like to find out more about jungle animals and their characteristics. Activities include older children learning about literacy by writing the animal names. Younger children learn by connecting dots to form the letter the animal names start with, such as 'L' for lion. This helps them with their fine motor skills and pencil grip. Children are respectful of each other and await their turn. Staff are also hands-on when it comes to resolving small conflicts. As a result, children follow the respectful behaviour modelled by staff and are consistently kind and helpful to each other.

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

- Children are extremely confident, self-assured and highly motivated to learn. They make individual choices in their play and continually extend their own learning with the many activities and resources on offer. As a result, children concentrate exceptionally well on their chosen activities. Children become fully absorbed as they explore and investigate the enjoyable experiences staff provide. For example, during outdoor play, children use bikes, ride-on toys, and a see-saw as a make-shift petrol station. The children count aloud, using pretend money.
- Staff work extremely well together. They provide impressive commitment, dedication and support during children's play. For example, after snack time, children go to the cosy book corner where a member of staff reads them a story, chosen by the children, as they cuddle up to her and listen. Subsequently, children develop secure emotional attachments with staff, who are excellent role models for children.
- The highly reflective leadership and staff teams regularly monitor the quality of the provision and their practice. Management encourage staff to complete additional training courses. For example, leaders observed that the COVID-19

pandemic has had a negative effect on some children's emotional well-being. As a result, staff attended early years COVID-19 recovery training and set up focus groups to help children to settle back in after the restrictions started to ease.

- Children with special educational needs and/or disabilities are superbly supported. Early intervention is a key strength of the pre-school. Leaders and staff carry out robust observations and assessments of children's learning and promptly identify any emerging concerns. They work extremely closely with other professionals and provide targeted support plans at the earliest opportunity, such as speech and language intervention and referrals to the relevant authorities.
- Snack time is an incredibly sociable experience. Staff and children chat and their relationships are harmonious. Children demonstrate skilled independence by pouring their own milk at the table while chatting happily about which fruit they have in their snack pot that day. Staff use this opportunity to educate children about healthy food in their snack pot. For example, staff explain that raisins are dried grapes.
- Children's behaviour is exemplary. The use of very well-established routines, combined with the excellent layout of equipment, helps to promote even the youngest children's independence and self-esteem to the highest level. For example, young children courageously climb the indoor climbing frame while older children are immersed printing their own names with stamps on the phonics table.
- The pre-school offers children indoor and outdoor activities from the start to the end of the session with an abundance of activities which staff have set up for them. Children can make their own choices and are offered meaningful activities to further enhance their learning, such as phonics sessions or free-flow play outside with car ramps made out old drainage pipes.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding among 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 understand what to do in the event of an incident. All staff have regular and ongoing safeguarding training to make sure that they know what procedures to follow if they have any concerns. The pre-school works in close partnership with other education providers and has extensive knowledge of the local area and child protection concerns.

Setting details

Unique reference number	EY380796
Local authority	Buckinghamshire
Inspection number	10228058
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	76
Number of children on roll	73
Name of registered person	New Millside Pre-School Committee
Registered person unique reference number	RP520959
Telephone number	01296 489457
Date of previous inspection	21 February 2017

Information about this early years setting

New Millside Pre-School registered in 2008. It is open from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The pre-school employs 11 members of childcare staff. One member of staff has qualified teacher status and nine others hold qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katharina Hill

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector discussed the intent of the curriculum and observed its implementation, indoors and outdoors, and assessed the impact on children's learning.
- One joint observation was carried out and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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