

Inspection of Child First Aylesbury Pre-School

35 Rickfords Hill, Aylesbury, Buckinghamshire HP20 2RT

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children love coming to this stimulating and welcoming setting. They behave well and are respectful of others. Children form affectionate bonds with staff, who are responsive to their needs. They engage well as they play on their own and with friends. Children freely choose from a range of exciting activities on offer, indoors and outdoors. They readily make up their own games and play safely. Children gain in confidence as their contributions are valued and praised by the staff. For example, children give instructions to a staff member on different ways to jump over a wooden plank. Others join in and practise jumping over the plank in a variety of ways. The sideways jump proves a real favourite. This helps children to feel a sense of pride in their achievements.

Children have positive attitudes to learning and make good progress from their starting points. They are keen to help others, for instance when they fasten their friend's shoes. Children show growing independence and manage their own care needs throughout the day. They are inquisitive and happily engage in conversations. Children welcome visitors and ask sensible questions. They are keen to find out how to say 'hello' in different languages and practise saying the words. This helps children to make connections between their own language and those of others.

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

- The newly appointed pre-school manager is passionate about providing the best possible education and care for children at the setting. She has already made some positive changes to the provision, including monitoring staff's practice and supporting them in their curriculum delivery. Overall, staff interact well to enhance children's learning. However, at times, when working with small groups of children, they do not ensure that children use good discussion techniques effectively. For example, when talking about nocturnal animals, children speak over each other and do not listen attentively to others' contributions. As a result, children's learning is not maximised.
- Staff gather sufficient knowledge from parents at the start, to find out what children know and can do. They use this information to carefully establish children's individual next steps in learning and adopt a tailored approach to meet these successfully. Leaders and staff identify and monitor persistent gaps in children's learning and address these effectively. For instance, when some boys demonstrate a reluctance to write, this is addressed successfully through well-planned activities to improve hand muscle control, such as using chunky pens to draw on large strips of foil. This helps all children to make good progress.
- Staff place importance on the teaching of early literacy skills. Children are encouraged to develop a love for books. They answer simple questions about

the pictures and the story content. Children have ample opportunities to practise mark making. They show a growing understanding that their marks carry meaning. For instance, they enjoy drawing people in sand, and relate their marks to spikey hair on the person's head. Children recognise and try to write their own names. This demonstrates that children are motivated to learn.

- Children learn to adopt a healthy lifestyle. They are physically active and enjoy ample opportunities to play in the spacious, well-resourced garden. Children climb, balance and run with increased concentration as they take their time to perfect these skills. They eat nutritious meals and know that vegetables are healthy. This helps to promote children's good health and emotional well-being.
- Leaders and staff understand how children who speak English as an additional language develop competency in spoken English. They work closely with parents and collect a bank of everyday words, such as 'book' and 'toilet', in children's home language. This helps children's understanding and aids a smoother transition into pre-school. Several members of staff speak children's home languages as well as English. This aids better communication with parents too.
- Parents speak highly of the provision and comment on the good progress their children make. They value staff's attention in identifying their children's needs in a timely way and addressing these effectively. Parents are impressed with the regular updates and suggestions of what they could do at home to support their children's learning. This helps to promote children's continuity in development and care.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibilities to safeguard children. Staff can identify the potential signs and symptoms that a child may be at risk of harm, including exposure to extremist views. They know the local procedures to follow should they need to report a concern about a child's welfare. Leaders provide safeguarding updates to staff on a regular basis. They are aware of the importance of promoting online safety with parents. Leaders follow robust safe recruitment and vetting procedures to ensure staff are suitable to work with children. This includes staff's ongoing suitability. Staff ensure the environment is safe and secure for children. They carry out daily risk assessments to minimise potential hazards.

What does the setting need to do to improve?

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

- establish good rules of discussion with children, giving special emphasis to listening respectfully and allowing everyone the chance to speak so that their learning is maximised.

Setting details

Unique reference number	2579661
Local authority	Buckinghamshire
Inspection number	10239577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	100
Number of children on roll	77
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01296 433224
Date of previous inspection	Not applicable

Information about this early years setting

Child First Aylesbury Pre-School registered in 2020. It is situated in Aylesbury, Buckinghamshire. The pre-school is open from 7.30am to 6pm each weekday, all year round. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. There are 11 staff working with children, two of whom hold relevant level 6 qualifications and eight of whom hold appropriate qualifications from level 2 and above.

Information about this inspection

Inspector

Sonia Panchal

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 provider and has taken that into account in their evaluation of the provider.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the pre-school manager.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Children, staff and parents shared their views on the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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