

# Inspection of Maids Moreton Pre-School

Avenue Road, Maids Moreton, Buckingham, Bucks MK18 1QA

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Inspection date: 12 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and ready to learn in this warm and welcoming setting. They find exciting and inviting activities to engage in as they settle in for their day. Children seek out their friends and particularly enjoy imaginative role play. They share ideas and take turns to listen to each other and take the lead in their game. For example, two girls talk about their game and who will be mum and who will be dad. They move across the room to pick up their 'baby' from preschool.

Children engage in activities for sustained periods of time. They enjoy their time at the gluing activity and behave well. For example, sharing the glue and sharing sequins to make their colourful pictures. They are aware of others and show respect for their friends and the staff in the room.

Children make good progress including those with Special educational needs and/or disabilities. Staff plan to support children's next steps in learning through reflective practice and ongoing assessments. They can confidently comment on each of the children and their future plans to extend learning and development

Children learn about healthy lifestyle and where food comes from. For example, they have their own vegetable patch where they have grown their own onions and potatoes, to cook for dinner at home. They learn how to plant and take care of the vegetables. They discuss the changes they see as they grow until they are ready to eat.

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

- Leaders have an ambitious curriculum that supports the learning and development of children effectively. The staff team are knowledgeable of the starting points of all the children and plan activities to build on what the children already know.
- Leaders make excellent use of Early Years Pupil Premium funding to provide opportunities for children. Enabling them to fully access the curriculum to maximum effect.
- Parents praise the partnership they have with staff at this setting. Staff build strong bonds with children and their families. They provide good care and reassurance. Parents feel their children make good progress with their confidence and vocabulary development.
- Children are developing independence skills well when making choices in their play and the friends they interact with. At times staff limit independent personal care skills. For example, staff getting a tissue and wiping the child's nose for them.
- Staff confidently use their assessments of children to plan a wealth of resources

and activities that engage and inspire children to explore and discover. For example, one child has a particular interest in commercial logos. So staff draw these and share with him to encourage him to explore a wide range of activities and engage in more experiences.

- Children develop their physical skills. They enjoy using the range of climbing and balancing equipment in the outdoor area. Learning to take risks safely and how their bodies move. For example, putting arms out to maintain balance. There are also a range of activities to develop fine motor skills as they use tools to dig and plant in the vegetable patch.
- Children behave well. They interact politely and are kind to each other. They respect the environment they are in and take time to tidy away any toys they have finished playing with before they get any more out.
- The manager evaluates the provision and works alongside trustees to identify areas for development and seeks opportunities to enhance the environment and resources for the benefit of the children's learning and development
- Children learn about the world around them. For example, they plant seeds and watch them grow. They explore nature and enjoy looking for different bugs and insects outside.
- Staff support children's communication and language development well. Children experience a range of activities that support their early literacy skills, such as learning to sing, listening to stories, and exploring mark making. Children are confident and express their views through language, gesture, and sign language.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust recruitment processes to recruit new trustees. The manager and staff have a clear understanding of how to keep children safe. They can confidently identify signs and indicators of abuse and how to respond appropriately. Staff have secure knowledge of what to do should an allegation be made against a colleague and how to escalate and refer to the local authority. Risk assessments are ongoing throughout the day, and they encourage children to take manageable risk by making their own assessment of risk. For example, when riding bikes down the hill, children check there is room at the bottom to safely ride down without bumping into anyone.

## **What does the setting need to do to improve?**

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

- further develop children's independence in their personal care routines.

## Setting details

<b>Unique reference number</b>	EY476044
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10231199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Maids Moreton Pre-School
<b>Registered person unique reference number</b>	RP533555
<b>Telephone number</b>	01280 824989
<b>Date of previous inspection</b>	2 March 2022

## Information about this early years setting

Maids Moreton Pre-school registered in 2014. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who has a qualification at level 6. The pre-school opens from Monday to Friday term time. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three-, and four-year-old children. The pre-school supports a number of children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Lisa Robinson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held professional discussions with the new trustees.
- The manager and inspector carried out a joint observation of an activity.
- The inspector spoke with staff to assess their safeguarding knowledge.
- The inspector observed the quality of education and interactions during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector gathered and considered the views of parents.

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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