

Inspection of Carrington Pre-School

2 Chapel Road, Flackwell Heath, High Wycombe, Buckinghamshire HP10 9AA

Inspection date: 11 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are keen to play and learn. They make their own choices from the activities and resources on offer and engage effectively with these. Children develop good concentration skills and maintain their interest well during activities. For example, children enjoy the mud kitchen and role-play farm shop, where they handle and explore real vegetables. They use their physical skills as they pour items from one container to another and use tools to stir these.

Children develop a good awareness of how to take care of themselves. For example, they use tissues to clean their noses and wash their hands afterwards. Children develop their independence effectively. They skilfully learn how to pour their own drinks. Children follow simple instructions well. For instance, older children find and put on their own coats. They zip up their coats themselves before they line up to go outside. This helps them to develop skills for the future.

Overall, the learning environment and the support children receive from staff are good. Staff engage in children's play and activities, which helps to build on their learning well. Children's individual learning needs are quickly identified by staff. When needed, guidance and support are sought from outside professionals. This helps staff to provide learning experiences that are tailored to children's needs, such as focused activities. This promotes all children's good progress.

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

- The managers and leaders monitor the quality of the provision and staff practice well. There is a clear focus on improvement. Staff receive ongoing feedback to help guide them in their work. In addition, training is identified to help staff to support children's individual needs. Staff speak very positively about how their professional development and well-being are supported.
- The managers and staff implement a clear curriculum with learning intentions which carefully consider children's unique starting points. Staff have an effective understanding of each child's individual learning needs. They quickly identify gaps in children's learning and development and provide support to help close these. Staff use additional funding for children well, such as to provide resources to support children's learning at home as well as at the pre-school.
- Staff provide good-quality teaching. They skilfully support children during their play as well as during focused activities. For example, individual and small-group activities promote children's language and social skills effectively. Children learn about mathematical concepts and letters and their sounds, such as those linked to their name. At times, the noise level rises and the environment, although happy, becomes quite noisy. This does not fully support all children's needs. However, despite this, children engage in activities positively and enjoy their

time at the pre-school. They learn to listen and concentrate and share their ideas and thoughts with staff and each other.

- Children behave well and develop their confidence and self-esteem securely. On occasion, staff do not fully consider how to support some children's needs, such as during changes of routine. For instance, some children started to become overwhelmed when more than one staff member tried to help them and when different strategies were used.
- The staff make good use of available facilities within the host school premises and the local community. This provides children with a range of different learning experiences, such as forest school activities, where children explore and learn about the natural world and develop their physical skills. Children also benefit from visits to the library to choose books. This helps to promote children's strong interest in early reading. In addition, staff provide their own lending library, which encourages children to continue to enjoy books at home.
- The managers and staff form strong partnerships with parents and others involved in children's care and learning. Information is regularly exchanged to meet children's care and educational needs. Parents and staff at other settings that share the care of children with the pre-school speak very positively about their experiences. This includes how they and the staff work together effectively. Staff provide parents with guidance and useful information to support them in helping their children to progress. They offer ideas about activities, such as those provided locally during holiday times. This helps parents to continue their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is promoted effectively. They are supervised closely, particularly when eating. Children develop their awareness of keeping themselves safe and how to recognise and manage appropriate risks, such as when they visit the forest school area. Staff carry out regular safety checks of the premises and ensure that they are secure. Staff have a secure understanding of safeguarding children. They understand how to recognise signs that may mean a child's welfare is at risk. Staff know how to manage any concerns that may arise, including making referrals to outside agencies. There are robust recruitment procedures in place to check that staff are suitable to work with children.

What does the setting need to do to improve?

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

- review the support for children's individual needs to help engage them effectively, such as during routines, so that children receive consistently sensitive support

- take steps to reduce the noise level, to help support children's needs and promote their learning further.

Setting details

Unique reference number	EY555009
Local authority	Buckinghamshire
Inspection number	10217330
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	3 to 4
Total number of places	28
Number of children on roll	22
Name of registered person	Carrington Pre-School CIO
Registered person unique reference number	RP555008
Telephone number	01628532811
Date of previous inspection	30 November 2021

Information about this early years setting

Carrington Pre-School registered in 2018. It is operated by Carrington Pre-School Charity Incorporated Organisation. The pre-school is based at Carrington Infant School, in the village of Flackwell Heath, near High Wycombe, Buckinghamshire. It is open from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs seven members of staff, all of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Sheena Bankier

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 pre-school.
- The managers explained the curriculum intentions and showed the inspector the learning environment and explained the skills and knowledge they want children to gain.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector chatted and interacted with children at appropriate times.
- Discussions and meetings were held with the managers, nominated individual and staff during the inspection.
- One of the managers and the inspector observed and evaluated an activity together.
- The inspector gathered some views from parents and other settings which share the care of children about 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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