

# Inspection of Stoke Goldington Pre-school

Village Hall, Stoke Goldington, Newport Pagnell, Buckinghamshire MK16 8NP

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Inspection date: 18 January 2023

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

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

### The provision is good

Children enthusiastically join in with learning opportunities, such as sing and sign. They laugh and giggle when it is their turn to say 'hello' to the puppet. Children demonstrate an eagerness to learn. For example, they watch intently and copy sign language as they sing, which enables them to communicate with their friends.

Children benefit from meaningful staff interactions to help them to develop skills for future learning. For instance, staff show younger children how to push their hand together to squeeze scissors. They go on to competently make snips in paper. All children develop good small- and large-muscle skills. They squash materials such as play dough in their hands. They push and hide objects within the dough and then excitedly pull it open to see what hides inside.

Children demonstrate a clear understanding of the high expectations that staff have for them. Staff give clear verbal and visual instructions. Children listen to and follow these promptly, holding hands as they sing and move to songs about the planets.

Children feel safe and secure. Staff use strategies, such as visual timetables, to help children to learn when it is time to say goodbye to their parents. Children refer to these prompts frequently. They talk about what they have done and what they are doing next. This helps them to feel emotionally secure.

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

- The committee are very active in the leadership and management of the pre-school. For example, they have recently recruited the new manager and have created an induction plan for her. They are effectively working with her in partnership to help identify strengths and areas for pre-school development. The manager reports that the committee are very supportive.
- Staff share a common understanding of the vision for the curriculum and how they deliver it. Since the manager's appointment, they have reviewed the environment together to encourage children to investigate more independently. Children are becoming more confident to explore different areas, where staff skilfully extend their learning.
- Children demonstrate positive attitudes. They take pride in their achievements. For instance, they show visitors the models that they make with small blocks, and then display them for others to see.
- Staff's support for children with additional needs is effective. The provider uses additional funding well to recruit staff with relevant skills and experience to provide support. Children are fully included in all experiences and they participate enthusiastically, developing bonds with their peers and adults.

- Children enjoy a variety of opportunities to be creative. For example, staff provide inspiring resources, which children access independently. Children develop their grip as they hold paintbrushes and make marks on the paper. They go on to explore the feeling of paint on their hands as they move it around on the surface. Older children express their ideas as they create pictures. They competently use scissors to cut materials, which they arrange on the paper. Children admire their creations.
- Staff plan and prepare purposeful and exciting group activities for children. For example, children enjoy stories with props, and they bring in special items to talk about from home. However, on occasion, staff do not fully recognise that, due to the length of time sitting, some children lose their concentration.
- The provider ensures that children have access to opportunities to learn about people, communities and celebrations. For instance, when children ask questions about poppies in the village, staff help them to find out why these are part of Remembrance Day. Children begin to develop an age-appropriate understanding of celebrations in the calendar year, such as Chinese New Year and Diwali.
- Children develop good hygiene routines. For instance, they know to wash their hands before mealtimes and on arrival at pre-school. However, during these times, some staff are not fully effective at giving explanations in order to help children to understand why they need to do this.
- The manager has a positive attitude to supporting her staff team. She has begun to implement a system of staff supervision. However, this is not yet fully embedded to ensure that cycles of evaluation, coaching and support help to improve practice further.

## Safeguarding

The arrangements for safeguarding are effective.

Managers support staff to ensure that their understanding of how to keep children safe remains secure. For example, at each staff meeting, they discuss safeguarding procedures and updates. Staff follow robust procedures to ensure that the premises are safe and ready to use each day. For instance, they check indoor and outdoor spaces and assess the suitability of outdoor equipment in relation to the weather. Staff have a secure understanding of signs and symptoms of abuse. They confidently describe signs of domestic abuse and radicalisation. They are familiar with procedures for referring concerns about children or staff practice.

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

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

- review the organisation of group activities to ensure that they are a suitable length of time for the children taking part
- use opportunities that arise more successfully to teach children about the

reasons for hygiene routines to help give them this knowledge for the future

- embed the cycle of continuous improvement, helping staff to benefit from evaluation, coaching and support to improve practice further.

## Setting details

<b>Unique reference number</b>	141839
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10263888
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Stoke Goldington Pre-School Committee
<b>Registered person unique reference number</b>	RP910403
<b>Telephone number</b>	07716967723
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

Stoke Goldington Pre-school registered in 1995. It operates from the village hall in Stoke Goldington, Buckinghamshire. The pre-school is open during term time, Monday to Friday from 9.15am until 12.15pm. The pre-school operates an optional lunch club until 1pm and an early starters club every morning from 8.45am until 9.15am. On Tuesday, Wednesday and Thursday, an afternoon club runs from 1pm until 2.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years, and is in receipt of early years pupil premium funding. The pre-school employs six staff, five of whom hold relevant qualifications at level 2 or level 3.

## Information about this inspection

### Inspector

Lisa Dailey

## 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 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 met with the committee to find out about their roles and responsibilities.
- The manager and inspector completed a joint observation of an activity together.
- The inspector spoke to staff, parents and children and considered their views.

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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