

Inspection of Marlow Bottom Pre-School CIO

The Village Hall, Marlow Bottom, Marlow SL7 3NA

Inspection date: 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Inviting and motivating activities await children when they arrive at this welcoming pre-school. Staff greet children warmly, and they settle quickly. Children arrive eager to begin their day and excitedly seek out their friends. Younger children play alongside each other amicably. Older children work cooperatively, confidently talking to each other about what they are doing. They swiftly become absorbed in the learning opportunities provided.

Staff talk clearly to children and listen carefully to what children have to say. Children benefit from the close attention they receive from staff. For example, they become competent at using knives safely as they cut up vegetables to make pretend soup. Children benefit from inspiring and fun learning opportunities outdoors. They master their physical skills and extend their understanding of the world during regular forest school sessions. For example, children of all ages make bird feeders. They show perseverance and patience as they carefully thread cereal onto pipe cleaners and are delighted with the result.

The well-planned range of enjoyable experiences sustains children's interests and keeps them engaged. They demonstrate high levels of confidence and self-esteem in their learning, self-care and communication. Children learn the skills that they need and are well prepared when they eventually move on to school.

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

- The manager is passionate about the setting and has a clear vision for the future of the pre-school. She supports staff effectively with regular one-to-one meetings, training and opportunities to gain qualifications. For example, a member of staff has recently accessed training in communication and language. As a result, children's language skills have improved. However, members of the committee do not have a clear enough understanding of their roles and responsibilities to ensure the smooth running of the setting.
- The manager and staff provide a curriculum that follows children's interests and focuses on the development of the skills they will need for future learning. Staff use their observations and knowledge of the children to provide activities and opportunities to enhance children's learning. They find out what children already know and can do and plan varied and motivating activities.
- Parents are highly valued as partners and speak very positively about the provision. They warmly describe how happy their children are to attend the pre-school and talk about the 'phenomenal' progress their children have made. Staff provide parents with regular updates about their child's progress. For example, they hold parents' meetings, open days and provide daily discussions and newsletters to share information.

- Staff have high expectations for children's behaviour, and children generally behave well. Children have good attitudes to learning. For example, they listen to instructions when it is time to go home. Staff help children to understand about taking turns and to share toys. However, on occasion, when disputes arise, staff do not always intervene early enough. This allows disagreements to escalate, and the opportunity for children to learn how to compromise and listen to each other is sometimes lost.
- Staff plan focused activities that develop a variety of skills at one time. For example, children consider whether objects can float or sink and make marks to indicate their choice. Staff develop and extend children's language skills and understanding of the world, and they discuss the odd shape of a carrot and other vegetables. Many activities help children to strengthen the small muscles in their hands. For example, children use scissors and handle play dough.
- Staff support children's use of mathematical language and understanding of number well. Children learn to recognise numbers and count confidently. All around the pre-school there are examples of numbers being used in the environment, such as photos of road signs and prices in shops. Older children are able to count how many pennies the ice creams cost and can explain which is the most expensive.
- A significant strength of the pre-school is the quality of the relationships between staff and children. Children settle quickly due to the very caring and welcoming nature of the staff, as well as the well-established routines.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive regular training in safeguarding. Their knowledge is kept up to date; for example, they have discussions during team meetings. All staff have good knowledge of safeguarding and child protection. Staff know what to do should they have any concerns about a child's safety or well-being. Risk assessments are completed regularly and help to keep children safe. Staff teach children about keeping safe and offer gentle reminders about potential hazards. For example, they are taught how to ride their bikes safely around the playground. This helps to prevent accidents and enables children to begin to manage their own risks. The leaders follow robust vetting and recruitment procedures to check that all 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:

- further develop the understanding of roles and responsibilities for those with oversight of the provision, to ensure they carry out their duties effectively
- ensure that staff have an overview of children as they play in order to intervene

in a timely manner when disagreements occur.

Setting details

Unique reference number	EY482112
Local authority	Buckinghamshire
Inspection number	10264644
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 4
Total number of places	28
Number of children on roll	42
Name of registered person	Marlow Bottom Pre-School CIO
Registered person unique reference number	RP534034
Telephone number	07592 388723
Date of previous inspection	21 June 2017

Information about this early years setting

Marlow Bottom Pre-School CIO re-registered in 2014 as a charitable organisation. It operates from Marlow Bottom Village Hall in Marlow, Buckinghamshire. The pre-school operates during term time only, on Monday, Tuesday, Wednesday and Friday, from 9am to 3.30pm, and on Thursdays, from 9am to midday. The pre-school employs 10 staff members, including an administrator. All staff employed to work with children hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The inspector and manager completed a learning walk throughout the nursery. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers, taking their views into account, and looked at written feedback during the inspection.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector held meetings with the manager and a member of the committee. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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