

Inspection of Marsworth Pre-school

Marsworth Millennium Hall, Vicarage Road, Marsworth HP23 4LR

Inspection date: 7 July 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

Children are happy and eager to come to the pre-school. When children are unsettled, practitioners offer a warm welcome with cuddles and smiles. Children learn to be proud of what they achieve. They know and understand daily routines and use name cards with their photos to self-register and post them into the post box. Staff help them to identify things they can do and praise them when they achieve something new.

Children enjoy some responsibility for carrying out tasks and working with their friends. They help practitioners set the tables ready for lunch. Children develop friendships with one another. Practitioners support the building of these friendships as they encourage children to join other children's play. Children learn to be polite and kind to one another. They are encouraged to use good manners, such as when asking for a turn with the toys.

Children enjoy a range of activities that promote all areas of learning. Staff provide a range of activities that children enjoy and that support them to make good progress. A particular focus on communication and language sees practitioners taking the time to listen to children and giving them time to express themselves. Practitioners then respond to what the children are telling them. Practitioners show a keen interest in what children have to say. They respond positively and pose questions that ignite children's critical thinking skills.

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

- Practitioners ensure that their own speaking, listening and reading of English enable children to hear and develop their own language and vocabulary well. Practitioners read to children in a way that excites and engages them. For example, children engage with joy as they listen to stories and join in by attempting new words.
- Children develop their mathematical skills and understanding. Practitioners plan a variety of activities that promote mathematical concepts. For example, children learn to sequence colours and objects by using picture cards and toy fruits. They identify the fruit and the colour and then follow the sequence on the cards.
- Practitioners focus on promoting independence so that children are ready for the next stage of education. Children have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. For example, they have the independence skills to meet their personal needs and can express their thoughts and feelings effectively. However, these skills are not consistently promoted for the younger children at the pre-school.
- Practitioners have high expectations for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

These are reflected in children's positive behaviour and conduct. Children are respectful and polite to each other and the adults in the room. For example, during snack time, they are polite and courteous when asking for help or offering to help others pour their drinks. Staff reflect this back to the children, thanking them for using good manners.

- Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure. Parents comment on the relationships their children have with their key person and the impact on their child's confidence and eagerness to come to the pre-school each day.
- Practitioners promote effective care practices that support children's emotional security and the development of their character. Children are gaining a good understanding of what makes them unique. For example, staff identify children's strengths in activities such as completing puzzles or riding a bicycle in the garden. They comment on these achievements and congratulate the children on their new abilities.
- Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners begin to teach children to become independent in managing their own personal needs. However, at times, they offer help before children have had the opportunity to try for themselves.
- The leadership team reviews and reflects on policies and procedures. Practitioners take prompt and timely action when children become unwell at the pre-school. The leaders ensure that practitioners are suitably qualified to provide appropriate first aid and care to children when needed.

Safeguarding

The arrangements for safeguarding are effective.

The provider has a culture of safeguarding that facilitates effective arrangements to identify children who may need early help. Staff use their skills and knowledge of the children to secure the support they need or refer them in a timely way to partner agencies. Practitioners and managers have a strong knowledge of the signs and symptoms of abuse. They attend safeguarding training to support their understanding of local safeguarding concerns, such as domestic violence. They have robust procedures in place to support the identification of children who might be at risk of harm. Managers have processes to ensure that children are safe and that their families are supported. They know how and who to make timely referrals to in order to secure support at the earliest opportunity. Managers ensure, where appropriate, that they work openly with parents and partner agencies to secure the best outcomes for the children.

What does the setting need to do to improve?

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

- support all staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn
- strengthen opportunities for younger children to further develop their independence skills within their daily routines.

Setting details

Unique reference number	151294
Local authority	Buckinghamshire
Inspection number	10299720
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	Marsworth Pre-school And Mother And Toddler Group Committee
Registered person unique reference number	RP519586
Telephone number	01296 661164
Date of previous inspection	24 January 2018

Information about this early years setting

Marsworth Pre-school registered in 1992. The pre-school employs five members of childcare staff. Of these, three hold appropriate qualifications at level 3 and two hold qualifications at level 2. The pre-school opens from 9am to 3pm, Monday, Wednesday, Thursday and Friday, and from 9am to midday on Tuesday. An early drop-off at 8:30am is also available, and children attending the morning session have the option of staying on for lunch. The pre-school provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 and the inspector completed a learning walk together, and they discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed its impact on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector looked at a sample of key documentation, including evidence of the staff's suitability.

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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