

Inspection of Come and Play Pre-School

Methodist Church Hall, Penn Road, Hazlemere, HIGH WYCOMBE, Buckinghamshire
HP15 7LS

Inspection date: 10 October 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 full of joy and excitement as they arrive at the pre-school. They feel safe and secure. They respond warmly to nurturing staff, who know the children and their families well. Children display behaviour that is appropriate to their age and stage of development.

All children enjoy access to the large outside area throughout the day. They have plenty of opportunities to practise their physical skills. For example, children negotiate the balance bikes and demonstrate a number of ball skills, such as learning to use a bat and ball, and catching a range of balls. Children develop their early writing skills. They make marks on the easel with paint brushes, while others make notes on clipboards as they pretend to be doctors in their imaginary play. Staff introduce children to new vocabulary and explain what words and phrases mean. For example, children are introduced to the pet tortoise and learn that the tortoise 'hibernates' and that a baby tortoise is called a 'hatchling'. This supports children's developing communication and language skills.

Children are learning to understand the language of emotions. They identify how they are feeling as they enter pre-school and snuggle into staff to read books that help them understand their feelings. For example, children are able to identify happy, sad and angry, and staff use a range of props to support them to understand these and other feelings.

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

- Staff have a good understanding of their curriculum and how children learn. They plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know. This helps children to make good progress.
- The manager has experienced challenges linked to recruitment of new staff. This is reflective of the national picture in the early years sector, as a consequence of the COVID-19 pandemic. The manager undertakes regular supervisions and observations of staff. She regularly checks staff's ongoing suitability and workload and supports staff's well-being. However, there is scope for leaders to meaningfully engage with the workload of and pressures on staff, which the recent staffing situation has created.
- Partnerships with parents are strong. Parents are confident in the knowledge that their children are happy, safe and well cared for at pre-school. Parents know their children's key worker and receive regular communication regarding their children's learning and development.
- Staff ensure that children are supported to develop their growing vocabulary through songs and discussion. Books are placed in all areas, including outdoors,

and are used regularly by children, who request staff read to them. There are numerous opportunities for children to express themselves creatively, such as using play dough and natural resources.

- An effective key-person system is in place. Staff have a good knowledge and understanding of the children in their care and chat to children about home life and activities. For instance, staff discuss outside pursuits, such as going to the park at the weekend with older siblings, who staff know and refer to in their discussions.
- The manager and her staff work effectively with other professionals to support children's learning. They listen to guidance and put plans in place to ensure that all children are making good progress in their development. In addition, good arrangements are in place to support children who speak English as an additional language.
- Children are motivated to explore and investigate and, overall, show good levels of curiosity and concentration. However, the organisation of some times during the day could be further improved to ensure that children remain focused and engaged. For example, during some group activities, younger children find it difficult to maintain their interest as they listen to the sounds of letters, an activity that is too complex for their age and stage of development.
- Staff support children to follow good personal hygiene routines. Children remember to wash their hands after outdoor play or before eating food. Staff discuss the benefits of leading a healthy lifestyle with children. The children understand the importance of good oral health, exercise and drinking frequently to remain hydrated.
- Pre-school staff use their local contacts well to help children begin to understand different people and the world around them. In addition, children enjoy visits to the local library, as well as the church to attend celebrations, such as the harvest festival.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They undertake regular training. The manager discusses safeguarding with staff at meetings and supervisions and tests knowledge through quizzes. She keeps staff updated about wider safeguarding issues. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share these concerns and understand the importance of doing so promptly. Staff complete daily checks and risk assessments that help to provide children with a safe environment.

What does the setting need to do to improve?

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

- strengthen the arrangements in place for leaders to engage with staff's workload, and the pressures on them created by the recent staffing situation, to enhance staff's well-being
- review the organisation and timings of group activities to ensure that all children, especially younger children, are consistently well supported.

Setting details

Unique reference number	EY242907
Local authority	Buckinghamshire
Inspection number	10301559
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Come and Play Preschool Committee
Registered person unique reference number	RP520929
Telephone number	07403 547676
Date of previous inspection	11 January 2018

Information about this early years setting

Come and Play Pre-School registered in 2003. It operates from the Methodist Church Hall in Hazlemere, Buckinghamshire. The pre-school opens five days a week, during school term time. On Monday, Wednesday and Friday, sessions are from 9.15am to 1.15pm, and on Tuesday and Thursday sessions are from 9.15am to 2.45pm. The pre-school receives funding to provide free early education to children aged two, three and four years. There are two staff working with the children. The manager holds a relevant qualification at level 6.

Information about this inspection

Inspector

Amanda Perkin

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 inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of documentation. This included evidence about staff's suitability and qualification records.

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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