

Inspection of Little Tinkers Preschool @ Holne Chase

Holne Chase Primary School, Buckingham Road, Bletchley, MILTON KEYNES MK3
5HP

Inspection date: 22 November 2023

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

Staff provide a warm and welcoming environment. Children arrive happy and confidently separate from their parents and carers. Staff greet children and their families warmly. Children show that they feel safe and secure. They make choices for themselves. Children move confidently around the available spaces and free flow from indoors to the garden.

Staff have high expectations for children's behaviour and development. They provide learning opportunities to children that cover all areas of learning. Children enjoy exploring activities based around the current theme. For example, children paint pictures of space and planets and talk to staff about which planets they have painted. They take part in activities where they are supported by staff to make up stories about going to space using a range of props. Children excitedly count backwards from five as they prepare for the rocket launch.

Staff manage children's behaviour well. They recognise children's individual needs and adjust their approach to best benefit the child. Staff successfully use a variety of methods, such as visual aids, to help children to understand what is expected of them. Staff have created specific areas to help children regulate and manage their behaviour. For example, staff have a dedicated sensory area for children to use if feeling overwhelmed or wanting to have some quiet time.

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

- The management team has worked hard since the previous inspection to make changes and improve the quality of the provision. Leaders and managers have a clear vision for the setting and strive for continuous improvement. Managers have worked with other agencies and staff attend training that meets their needs and interests. This has improved staff's knowledge of how to plan and implement the curriculum. This has had a positive impact on the quality of learning that children receive.
- Staff support children's speech and language well. They use different methods, such as simple signing, picture cards and visual timetables, to meet children's individual needs. This supports all children to communicate, including those with English as an additional language. Children enjoy group time where they take part in singing and listen to stories.
- In general, children's personal, social and emotional development is supported well. Children are encouraged to be independent and sociable, for example, when putting on their coats and wiping noses. Children are supported by staff to play alongside and with each other. However, this is not consistent and at times staff are too quick to do tasks for children and fail to encourage independent play.

- Children's mathematical development is supported particularly well. Staff incorporate maths into everyday activities and introduce mathematical language into children's play. For example, at snack time children choose the number bowl that corresponds with the fruit they would like. They then count as they scoop the required pieces of fruit.
- Parent partnership is good. Staff share information with parents about their child's day and provide ideas that can support home learning. Parents spoken to are happy with the care that their children receive and the advice and support for families.
- Children with special educational needs and/or disabilities are supported well. Staff use observations and assessments to support recognition of when children may need early help and to make referrals when needed. This ensures children and families receive support in the quickest time possible.
- Staff support children's physical development well. Children explore the well planned outdoor area with excitement. For example, children happily race around on the bicycles and scooters. They stop when the 'light' is red and then go when it is green. Children explore the vegetable patch and have a large digging area to help build their motor skills.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have good knowledge of their role in safeguarding children. They know the signs that may indicate that a child is at risk of harm or abuse. Staff understand the procedures to follow should they have a concern about a child or member of staff. Staff attend safeguarding training and have regular meetings to ensure their knowledge is up to date. Staff teach children how to keep themselves safe. For example, they regularly practise the evacuation procedures to follow in the event of an emergency, such as a fire. Staff complete daily risk assessments to keep children safe.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to consistently support children to develop their social skills and independence.

Setting details

Unique reference number	EY473036
Local authority	Milton Keynes
Inspection number	10269976
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	48
Number of children on roll	41
Name of registered person	Little Tinkers Pre-school Partnership
Registered person unique reference number	RP904947
Telephone number	01908 365775
Date of previous inspection	8 December 2022

Information about this early years setting

Little Tinkers Preschool @ Holne Chase registered in 2014 and operates from a building within the host school's grounds in Bletchley. The pre-school employs nine members of childcare staff. All hold appropriate early years qualifications at level 2 and above, including the manager, who is qualified to degree level. The pre-school opens from Monday to Friday, during term time only. Core sessions are from 9am until 3pm, with optional early provision from 8.30am until 9am, and after-session provision from 3pm until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The inspector discussed any continued 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 their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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