

# Inspection of Aston Clinton Pre-School

The Anthony Hall, London Road, Aston Clinton, Buckinghamshire HP22 5HG

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Inspection date: 15 January 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |                    |
|-------------------------|--------------------|
| Behaviour and attitudes | <b>Outstanding</b> |
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|                      |                    |
|----------------------|--------------------|
| Personal development | <b>Outstanding</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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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**

The manager develops an ambitious and logical curriculum for children. Children gain the important skills they need to be independent, capable communicators who are well prepared for when they start school. Staff use an array of different techniques to help promote children's communication and language development, including sign language. Parents report that children learn new words and expand on their vocabulary at the pre-school. The care and education for children with special educational needs and/or disabilities (SEND) is exceptional. Staff put numerous measures in place to assist children with SEND, including early intervention, seeking additional support and devising well-informed plans for what children need to learn next. Small-group sessions are extremely beneficial for children, supporting them to develop their concentration, understand directions and learn about managing their feelings. All children who attend the pre-school make consistently good progress in their learning.

Staff help children to feel safe and secure. They visit children at home prior to them starting at the pre-school. This helps staff to get to know children and their families well. This is hugely beneficial for children as staff make plans to help them to settle quickly. There are clear and consistent rules in place. Children know these and understand what staff expect from them. Children's behaviour is excellent, and they play together well in the calm and stimulating environment.

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

- The manager is highly qualified. She uses her superb knowledge of how children learn and develop to modify and adapt the curriculum intentions to meet children's changing needs. The manager uses aspects of different approaches to early education to provide a blended curriculum that fosters children's independence and self-regulation.
- All staff undertake mandatory training. Some wider professional development plans do not motivate staff to know how to improve their personal effectiveness. Staff are not always certain about how to use the training they receive to implement the curriculum even more successfully.
- The comprehensive arrangements for working with parents and other professionals provide children with consistency in their care and education. Staff prepare children well for moving on to school. Regular trips to the school library help children to become accustomed to the school building. Staff work closely to share information with teachers about children's needs, particularly for those with SEND.
- Parents praise staff for the genuine care that they show children. Staff let parents know how well their children are progressing in their development. Parents can take learning bags and storybooks home to support children's

learning at home.

- Children show superb levels of self-control and respect for others. During group activities, staff tantalise children by showing them toys that have sounds and actions. Children patiently watch, waiting for their turn to try out the toys. When making dough together, children take turns and listen intently as staff explain to them what they need to do. This shows their high levels of concentration and attention.
- There are ample opportunities for children to develop their independence. Staff place a great deal of trust in children. They have high ambition that children can, with the correct support, use tools and crockery. Children show care for the equipment that they use. For example, at snack time, they show great skill as they pour their drink into china cups and cut their fruit with safety knives.
- Key-person arrangements are superb, and children form very strong attachments to the adults who care for them. Children show high levels of emotional security and an inquisitive nature. They approach activities with enthusiasm. When children learn outdoors, they show courage and determination. Children climb apparatus and crawl through tunnels as they test what their bodies can do.
- Committee members are new to their roles. Despite this, they are dedicated and determined to lead the pre-school with professionalism to sustain and further improve the quality of the pre-school.
- There are robust and effective measures in place to keep children safe. Staff understand their responsibilities in identifying and responding to any concerns about children's welfare. They supervise children closely and ensure that activities are suitable.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- enhance staff's performance, developing appropriate professional development opportunities that excite and motivate them to implement the high-quality curriculum even more successfully.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY235054  |
| <b>Local authority</b>                             | Buckinghamshire   |
| <b>Inspection number</b>                           | 10305055  |
| <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>                      | 32  |
| <b>Number of children on roll</b>                  | 24  |
| <b>Name of registered person</b>                   | Aston Clinton Pre-School Committee  |
| <b>Registered person unique reference number</b>   | RP519571  |
| <b>Telephone number</b>                            | 07928 309321  |
| <b>Date of previous inspection</b>                 | 9 February 2018   |

## Information about this early years setting

Aston Clinton Pre-School opened in 1967. It operates from Anthony Hall in Aston Clinton, Buckinghamshire. The pre-school employs 10 members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 and above. The pre-school opens during school term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

## 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 discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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