

Inspection of Stone & Fairford Leys Childcare Limited

Maple House, 74 Oxford Road, Stone, AYLESBURY, Buckinghamshire HP17 8PL

Inspection date: 21 November 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Staff at the pre-school are very welcoming and friendly. They greet children enthusiastically as they arrive. Key persons know the children well and have built strong bonds with them. These close attachments help children to settle quickly, and they confidently explore their environment. For example, children smile with joy as they pretend to cook for their 'babies'. Staff are always nearby to offer reassurance when needed.

Staff plan enjoyable opportunities to support the curriculum and help children focus on learning. For example, older children enjoy mixing seeds and discussing how to feed the birds. This helps them to understand the world around them. Meanwhile, younger children delight in shaking musical instruments and listening to the sounds they create. Children with special educational needs and/or disabilities (SEND) make good progress. Staff skilfully play alongside them, modelling how to play with the available activities. This approach helps all children to engage in activities for long periods.

Staff have high expectations of children's behaviour and expertly guide them in learning how to resolve conflicts. For instance, staff support children in asking their friends to 'please stop' when they are faced with unwanted behaviour. This helps children to understand the difference between right and wrong.

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

- Leaders are passionate about providing a curriculum that emphasises caring for nature and the environment. For example, staff introduce children to recycling by giving them a ride on the pretend 'rubbish truck'. Children smile with joy as they eagerly sort the 'rubbish' into the correct bins. This playful activity helps children learn about the world in an engaging and enjoyable way.
- Staff provide excellent support for children's communication and language development. They consistently comment on children's play and expand their vocabulary. For example, children and staff engage in a cheerful conversation about wildlife, discussing animals such as 'badgers' and 'squirrels.' Staff skilfully introduce new words into these interactions, such as 'migration'. Children can confidently share their ideas and proudly talk about what they know and can do.
- Staff offer young children a wide range of activities to develop their physical skills. Babies enjoy rocking back and forth on ride-on toys, while children enjoy riding bikes and running outdoors. This helps to strengthen their large physical skills. However, staff do not always identify when older children might benefit from more opportunities for physical activity, such as when they struggle to sit down at group times or begin running indoors. This can hinder those children who need to use their large muscles and practise these essential skills.

- Staff are sensitive and caring in their approach, and children respond positively to their key persons. For example, staff gently encourage children to play alongside others by calmly commenting on what their friends are doing. Children with SEND or from disadvantaged backgrounds make good progress. However, staff are not always flexible in adapting routines. For instance, they sometimes bring children to large group sessions without considering those who may prefer quieter spaces. This approach does not always meet children's individual needs or learning styles effectively.
- Leaders are proactive in staying up to date with best practice. They attend regular network meetings with local providers to help share ideas. Recently, leaders and staff implemented a recommended scheme introduced at one of these meetings to support children's social and language skills. This has helped boost children's confidence.
- Leaders prioritise staff well-being, and staff report feeling heard and valued. The leaders are also proactive in supporting staff's continual professional development. For example, staff share that recent training around autism has helped them to reflect on their interactions with children and understand their thinking more effectively. This helps to support children's next steps in learning and improves teaching over time.
- Leaders and staff have strong partnerships with parents, who appreciate the regular feedback they receive about their children's learning and development. Parents say this helps them to support their children's progress. For example, they say they get guidance on how to support their children to eat well. Parents highly praise the staff for having close bonds with their children, which has helped them to settle quickly at pre-school.

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:

- strengthen the curriculum for physical development to ensure that older children have a wide range of opportunities for physical activity
- review the organisation of daily routines to consistently meet children's individual needs.

Setting details

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| Unique reference number | 2693011 |
| Local authority | Buckinghamshire |
| Inspection number | 10363648 |
| 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 | 0 to 12 |
| Total number of places | 38 |
| Number of children on roll | 60 |
| Name of registered person | Stone & Fairford Leys Childcare Limited |
| Registered person unique reference number | 2693012 |
| Telephone number | 01296 748247 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Stone & Fairford Leys Childcare Limited registered in 2022 and operates from Stone in Aylesbury. The out-of-school club setting runs all year round, Monday to Friday, except for bank holidays. A breakfast club provision operates from 7.30am to 9am, and an out-of-school provision operates from 3pm to 5.45pm. On Friday, the out-of-school club opens from 3pm until 5.15pm. The pre-school operates sessions between 9am and 3pm during term time. The provision employs 12 childcare staff, six of whom have qualifications at level 2 and above. The pre-school is eligible to receive funding to provide free early education for children aged from nine months to four years.

Information about this inspection

Inspector
Mandy Cooper

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation of a wildlife activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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