

Tingewick Pre-School

Main Street, Tingewick, Buckingham, Buckinghamshire, MK18 4NL

Inspection date

01/10/2014

Previous inspection date

22/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know children well and plan enjoyable activities which offer a good level of challenge. As a result, children progress well in their learning and development.
- Staff empower children to make choices and decisions in the pre-school. This is beginning to support them to become confident, independent learners.
- Children settle in quickly as they form close relationships with the nurturing staff.
- The pre-school has excellent links with the local school and other nursery providers, which prepare children as well as possible to move from one provision to another.
- Children develop good social skills. They behave well and enjoy each other's company, forming good friendships.

It is not yet outstanding because

- Opportunities to explore mathematical concepts are not always evident outdoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children at play, indoors and outdoors, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector interviewed parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

Inspector

Natasha Crellin

Full report

Information about the setting

Tingewick Pre-school opened in 1971 and is run by a management committee. It operates in a building in the grounds of the primary school in the village of Tingewick near Buckingham. The pre-school is registered on the Early Years Register and receives funding for the provision of free early education for children aged two and three years. The pre-school supports children who have special educational needs and/or disabilities and opens five mornings a week during term times. Sessions are from 9am until 12pm and there is an additional lunch club until 1pm. Seven staff work with the children. The manager and one other staff member are qualified teachers and one other staff member is qualified to level 3 in childcare. Staffing rotas are organised to ensure that at least half the team are suitably qualified each session. The pre-school have close links to the infant school and have good access to their grounds and facilities.

What the setting needs to do to improve further

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

- Enhance the support for children to explore and understand mathematical ideas as they play outside.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school is friendly and welcoming. Children settle in quickly with the support of the caring staff team. There are effective ongoing systems to observe, and accurately assess, children's knowledge and abilities. These include contributions from parents, involving them well in their child's learning. This enables staff to provide activities that reflect children's individual needs. Staff very competently adapt teaching to effectively support children of different ages and abilities. For example, two-year-old children enjoy activities to develop their mouth control such as blowing bubbles, which supports their speech. Older children, who are preparing for school, learn about letters and sounds. Staff also use good teaching techniques to reflect, not only different abilities, but also different learning styles. For example, they use sign language and pictures to help children understand what they are saying to them. Staff constantly model clear language and know the importance of offering children clear choices to support their thinking skills. Children sing and play music on a daily basis and staff skilfully introduce new vocabulary during these sessions such as 'high', 'low', 'loud' and 'quiet'. There is a good balance of activities led by adults and those where children make free choices. Staff plan around children's interests, which keeps them motivated and interested.

Throughout the learning environment there are activities and resources to reflect all areas

of learning. However, there are limited opportunities for children to explore mathematical concepts outdoors. This does not fully support those who choose to spend a lot of their time playing outside to consider all aspects of learning in their freely chosen play.

Children develop their physical skills through running, jumping and moving outdoors. They enjoy visits from a specialist teacher who leads dance sessions weekly. These activities ensure children receive challenge to try new ways of moving to develop coordination and control. Staff empower children to make choices and to have ownership over their environment. Throughout the day children make independent choices about their play and select from an abundant range of easily accessible toys and resources. For example, they enjoy daily opportunities to paint and draw, using a large variety of craft materials. This effective teaching, based securely around children's interests, means that all children make good progress from their starting points.

The contribution of the early years provision to the well-being of children

Children are happy and form good relationships with staff and each other. Staff praise the children for their achievements. This builds self-confidence and helps children to become emotionally ready for their next stages in learning. Children demonstrate close relationships to their key person as they cuddle them, and sit on their knee for stories. Staff effectively support children and know instinctively when to help them and when to encourage them to have a go themselves. Children are independent and move freely between the indoor and outdoor play areas, actively exploring the resources available. Staff make good use of the outdoor area to ensure that children are getting fresh air and regular exercise. This benefits their health and well-being.

Children behave very well and demonstrate care and concern for their peers, sharing toys and making space for more children to join in activities. Staff gently encourage children to resolve their own conflicts and support them to talk through their issues. This improves children's ability to negotiate and builds self-esteem. Adults reinforce good behaviour through specific positive praise, such as saying, 'well done for sitting still and showing good listening.' This allows children to have a clear understanding of boundaries and expectations.

Snack and mealtimes are social events. Staff make use of these opportunities to engage children in conversations and to model good manners. Children learn to follow appropriate hygiene routines, including washing their hands before they eat. Staff also teach children skills to keep themselves safe, such as reminding them to walk inside and not to stand on chairs and benches.

The pre-school has close working relationships with parents who speak highly of the staff and the care they offer their children. Parents feel the staff are professional and approachable. Staff frequently invite parents into the pre-school to share experiences with children, such as cooking with them and teaching them about countries they have visited.

The effectiveness of the leadership and management of the early years provision

The management and the staff demonstrate a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded well because staff have a good understanding of what to do if they have concerns about a child's welfare. All staff have attended safeguarding training and the pre-school has a comprehensive set of policies and procedures that underpin staff knowledge. As a result, all staff, including temporary and new staff, have a clear understanding of their roles and responsibilities.

Staff effectively undertake risk assessments for all areas of the pre-school and review these regularly. They are constantly vigilant to potential hazards. For example, staff know to close the garden gate so children can't ride their bikes down the stairs. All staff adhere to the procedures to ensure the premises is safe, such as ensuring all visitors sign in and are escorted at all times. This ensures the environment is safe for children to play and explore with confidence. Procedures to ensure the suitability of staff are robust. All staff are fully vetted, and references and qualifications are checked. Effective induction processes for new staff ensure they quickly adhere to the pre-school policies and procedures.

The manager and staff meet the learning and development requirements of the Early Years Foundation Stage well. The manager, committee and staff reflect thoughtfully on the provision for children in daily conversations, regular assessments, and in comprehensive self-evaluation. This supports them to ensure that their service is continually improving. The manager regularly monitors the quality of teaching and children's progress, ensuring that gaps in learning are promptly identified and that targeted support is put in place.

Staff receive good support for their professional development through regular supervisions, and are offered the opportunity to gain qualifications. The pre-school is currently working towards an award focussing on respecting children's rights. This encourages staff to listen to children's views on all aspects of the provision. Although this programme is in its early stages, it is already having a positive impact on outcomes for children. It is helping to promote their confidence and supporting them to become independent learners. It is also helping staff to continually develop their professional skills.

The pre-school maintain excellent links with the primary school and other childcare facilities in the village. The school teachers and the pre-school staff regularly share information to encourage their professional development and to focus on the needs of individual children. This very effectively helps to make sure that children are as prepared as they can be for their move to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	131139
Local authority	Buckinghamshire
Inspection number	840829
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	13
Name of provider	Tingewick Pre-School Limited
Date of previous inspection	22/06/2009
Telephone number	01280 847307

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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