

Tingewick Pre-School

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



Inspection date	18 January 2018
Previous inspection date	1 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy, confident and clearly enjoy their time at this welcoming and caring pre-school. Children choose from a wide range of resources and activities, which enhances their learning and encourages them to explore their surroundings with confidence.
- The staff are well qualified and they are knowledgeable early years staff. They have a deep understanding of child development and how children learn. Children form positive relationships with staff and settle quickly.
- Partnerships with parents are well established. Staff have developed a good two-way flow of information to ensure the needs of all children are consistently met. Parents are happy with the service provided.
- Staff have high expectations of children. They make good use of accurate observations and assessments to effectively plan for each child's learning and to meet their individual needs. Children make good progress from their starting points.

It is not yet outstanding because:

- Staff do not regularly find out what children are learning at other settings they attend. This does not enable them to offer complementary experiences that support children's learning and development further.
- The manager has not fully considered ways in which parents and children can contribute to the self-evaluation to identify further improvements to the provision.

What the setting needs to do to improve further

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

- share more information with other settings that children attend to plan fully to complement children's learning and build on their experiences
- improve ways for parents and children to contribute their views to the self-evaluation, to help identify improvements and extend the good partnerships with parents even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff team have a good understanding of how to maintain children's welfare. They take their safeguarding responsibilities very seriously and are aware of any possible signs that may raise cause for concern about a child's welfare. Robust recruitment and vetting procedures help to ensure staff are suitable to work with children. Managers and staff closely track children's progress. They know when action is needed to narrow any gaps in children's learning to support their readiness for school. The manager has good systems to monitor the quality of teaching. She carries out regular supervision and staff observe each other's practice. They offer constructive feedback to their colleagues and share ideas. Staff regularly attend training and cascade information to the rest of the team. This ensures they all keep abreast of changes in legislation and in the early years sector.

Quality of teaching, learning and assessment is good

Children are confident, self-assured and happy learners who enjoy their time at the bright, welcoming pre-school. The environment is organised very well to promote children's choices and good independence skills. Children thoroughly enjoy a good range of sensory and creative activities. Outdoors, children use the mud kitchen while they pretend they are making food and baking cakes. They follow a series of pipes and work out which bucket the water will flow into when poured through a funnel. Children are presented with many opportunities to count and work out simple number problems. They write number equations and calculate adding colourful stones. Children develop good language skills and staff model the correct use of language. They talk about magnets attracting and repelling and the magnetic field as children work out which objects a magnet picks up. There is a real buzz of conversation around the pre-school while children and staff play pirate games. Children act out scenes from a pirate story while they walk the plank, scrub the deck and pretend there is a man overboard.

Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively at this small, friendly setting. Children are polite, well-mannered and have a very clear understanding of acceptable behaviour. Staff use a golden rules chart to acknowledge and praise children who use kind words, share and take turns. Children listen to others, are helpful and look after toys and games. Staff take great care to constantly celebrate children's achievements, which helps to promote their confidence and self-esteem.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Children are motivated learners who confidently explore and develop the skills they need for their future learning. Children's literacy and mathematical skills develop very well as they work out simple mathematical equations. They develop good listening skills, practise writing their name and begin to link letters to the sounds they represent.

Setting details

Unique reference number	131139
Local authority	Buckinghamshire
Inspection number	1070232
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	16
Name of registered person	Tingewick Pre-School Limited
Registered person unique reference number	RP517685
Date of previous inspection	1 October 2014
Telephone number	01280 847307

Tingewick Pre-School registered in 1992 and is run by a management committee. It operates during term time. Sessions are from 9am until midday and there is an additional lunch club until 1pm. The pre-school employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one is a qualified teacher. The pre-school provides funded early education for two-, three- and four-year-old children.

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