

# Ickford Pre-School Incorporating After School Club



Ickford Combined School, Sheldon Road, Ickford, Aylesbury, Buckinghamshire, HP18 9HY

<b>Inspection date</b>	12 December 2016
Previous inspection date	16 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The staff are skilful in following children's interests and preferences. They help children make good progress in their learning.
- Children are confident and happy. Key persons develop nurturing relationships with their children in many ways. For example, they ensure their key children receive daily attention and they initiate many conversations that encourage children to share their lives and achievements at home.
- The staff provide many opportunities for children to gain independence; for example, children help to prepare their snack, choose toys and resources and whether to play indoors or outdoors.
- The manager and staff evaluate the provision well, identify areas for improvement and monitor the effectiveness of changes.

### It is not yet outstanding because:

- Staff do not fully support the learning and involvement of the younger children during some activities and routines. For example, they do not tailor explanations to children's needs or consider how best to involve them in activities.
- When children join the setting, staff do not routinely seek detailed information from parents about their children's abilities, to ensure any emerging concerns about their development are pinpointed at the earliest opportunity.

## What the setting needs to do to improve further

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

- enhance the planning and management of activities to extend the learning and involvement of all children engaged in the same activity, particularly younger children
- gather more in-depth information of children's abilities on entry, to precisely plan for their learning at the earliest opportunity.

### Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

The manager works well in partnership with staff, the management committee and her local authority adviser to ensure the successful running of the pre-school. Safeguarding is effective. The manager ensures all staff understand the signs that indicate any causes for concern over a child's welfare, and the procedures to follow. She follows procedures to ensure all staff are suitable to work with children. She provides them with regular support to improve their knowledge and practice such as through meetings and observations of their practice. They embrace new ideas such as developing sensory play opportunities for children. The manager uses her staff's assessments of children to monitor their ongoing development and to address any areas where children need support. She acts upon the regularly sought views of parents to help improve. For example, they now provide a cooked meal for the children who attend after school.

### Quality of teaching, learning and assessment is good

Staff interact purposefully with the children. They get down to the children's level and join in with their play experiences. They provide activities that support children's creativity, such as using playdough to make models and puppets to act out stories. Staff help children to investigate different textures. For example, children explore cereals, sand and water. Staff help children to develop their early literacy and mathematical skills well.

### Personal development, behaviour and welfare are good

Staff support children's physical and emotional well-being effectively. They are good role models. Children learn to play cooperatively, to take turns and show respect for each other. Staff routinely offer praise as they recognise children's efforts and achievements. Children follow good hygiene routines. They enjoy a range of healthy snacks, and they enjoy playing in the recently improved outdoor area. Staff encourage energetic play such as running, cycling and climbing. Staff provide many opportunities for children to learn about people's differences and similarities and their local community. For example, they enjoy trips to the local shops and talks from community members such as police community officers.

### Outcomes for children are good

Children develop good foundations for their future learning in school. For example, older children learn to write their name and younger child make marks in the sand. Children are motivated and keen to find out how things work and investigate. For example, older children discover how to control the programmable toy so that it moves in different directions. Older children pretending to hunt treasure receive good support to draw maps. Younger children enjoy joining in singing. All children make good progress given their capabilities.

## Setting details

<b>Unique reference number</b>	151306
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1061529
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Ickford Pre School Playgroup Incorporating After School Club Committee
<b>Registered person unique reference number</b>	RP517693
<b>Date of previous inspection</b>	16 September 2013
<b>Telephone number</b>	01844338785

Ickford Pre-School incorporating a before and after-school club registered in 2002. The provision operates from Ickford Primary School in Ickford, Buckinghamshire. It is open Monday to Friday during term-time only. It offers pre-school sessions from 9am until midday and midday to 3.15pm; a breakfast club from 7.45am to 9am and an after-school club from 3.15pm to 6pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Six qualified staff are employed. The manager holds qualified teacher status, in primary education.

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