

# Eaglestone Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY362873

**Inspection date**

27/06/2012

**Inspector**

Carolyn Hasler

**Setting address**

Harrier Court Activity Centre, Harrier Court, Eaglestone,  
Milton Keynes, MK6 5BZ

**Telephone number**

07595 280323

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Eaglestone Pre-School first opened in 1976 and re-registered under the management of the Pre-School Learning Alliance in 2007. It operates from a community hall in a residential area close to central Milton Keynes. It is open each weekday from 9.15am to 12.15pm term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are currently 20 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities.

There are three members of staff who work along additional bank staff, all of whom hold early years qualifications to at least level 2. The manager holds early years qualifications to level 3. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision is inclusive and children's needs are well met. They make good progress in most areas of their development. Children's welfare, health and safety is maintained and this results in good outcomes for children. Relationships with parents are overall positive. The pre-school demonstrates a strong capacity for ongoing improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop and plan further for children's communication and critical thinking skills by giving them time and space to respond to open ended questions
- develop further the two-way flow of information with parents by offering more opportunities for them to contribute towards their child's initial assessment to establish their child's starting points.

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

The manager and practitioners at this pre-school have a good understanding of their roles and responsibilities to keep children safe. There is a strong knowledge of child protection issues which includes partnership working with key agencies in order to protect children from harm or neglect. The leadership and management

team have effective recruitment procedures. The manager is able to provide evidence that all practitioners have completed vetting procedures. Practitioners ensure that the environment is risk assessed and a safe environment is maintained both inside and outside. The pre-school have a number of health and safety procedures which underpin the safety of children while in the care of the provision.

The leadership and management team show a commitment to maintaining a high level of service. They do this by ensuring that parents, children and staff share their thoughts and opinions of the setting. Training through the Learning Alliance and through the local authority help, the practitioners develop knowledge and skills. Recommendations set at the last inspection have been met. This has had a positive impact on outcomes for children. The provision is reflective and put together action plans, which help them to work towards sustained improvement.

The pre-school provides an exciting and stimulating learning environment both inside and out and encourages a good level of child-led play. Overall, practitioners are effective in their strategies for supporting learning and development. They use instructional, reflective and repetitive language which helps children absorb information. However, they are less consistent in helping children become creative and critical thinkers and developing conversations through open questioning. Practitioners are enthusiastic and committed to ensuring that children enjoy pre-school and make progress while at the setting. Overall records to support learning and development outcomes reflect good progress. However, initial assessments are basic and do not sufficiently value parents understanding of children's skills at the point of admission.

The pre-school is effective in providing an inclusive environment. Children feel comfortable because resources reflect their ethnicity and needs. Poster, project work and themes help children find aspirations to be what they want to be. For example, children see positive images of roles in the community, which positively reflects gender stereotyping. Adults and children at this provision come from a range of cultural backgrounds and children are encouraged to develop friendships and social skills, which value and respect each others similarities and differences. Practitioners have a good understanding of each child's unique qualities and help them meet realistic targets to match their abilities.

The pre-school fully embraces partnerships with others. They are currently working with local schools to support the transitional period for their leavers. In addition, practitioners work effectively with the area's special educational needs co-ordinators and with the speech and language units in developing strategies to support those children with additional needs. They engage with their local authority for advice and support and on safeguarding issues. There are strong partnerships with parents. The pre-school engages parent's thoughts and views through a range of channels. Overall, this has encouraged parents to be full partners in contributing towards children's development.

## **The quality and standards of the early years provision and outcomes for children**

Children establish trusting relationships with practitioners because the pre-school and parents ensure children are settled and happy to stay. Trusting relationships are extended towards other children because they are learning socially acceptable behaviour. Practitioners effectively promote good behaviour, friendships, being kind, polite and helpful towards others. Helpful picture and word messages are displayed around the room. Children can touch and talk about these, reinforcing the messages given at circle time. Most children have good negotiation skills. The child-led structure of learning helps children independently develop skills and interests, which are successfully followed through by practitioners. Children learn in a multi cultural and varying abilities community and this provides them with opportunities to value diversity around them.

Children's good health is fostered. They make good use of outside space to be physically active, develop movement skills and be confident while balancing. Children are learning on a different scale when they have opportunities to explore outside spaces and the natural environment. Helpful picture messages remind children to wash their hands at appropriate times during their day. Most children use the toilets independently. They understand that washing hands removes germs and helps to keep them healthy. Children bring their own snack to the pre-school. The practitioners work in partnership with parents to provide healthy manageable portion sized snacks for children. Drinks are readily available. Skills such as pouring liquids and washing up help children to learn to be independent.

Children enjoy attending this pre-school. They make a good level of progress which gives them the skills that they need to continue learning in the future. They have varying levels of communication skills. Overall, practitioners ensure children's learning is planned and provides clear, intonated and repetitive language supporting the continued development of vocabulary. Circle times provide an opportunity to give children information and to explore topics and project work. Children enjoy listening to practitioners reading stories and looking at books independently. Good labelling around the environment and the role-play area gives children opportunities to see written words used in different ways. Children are learning single phonic sounds to later string together in order to form words. Mark-making activities both inside and outside help children practice the skills they will need to write. Some children are able to write their own names. They hear mathematical language during most activities. Numbers, shapes and colours are explored in a variety of different ways. Children are engaged in matching and naming numbers, building towers, counting blocks and matching shape and colour. Information, communication technology is not readily available every day to explore. However, children are encouraged to use and explore a variety of mechanical or computerised resources as part of their learning programme.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met