

# Buckingham's Pre School/Out of School Club



Staffordshire County Council, Leek County First School, East Street, LEEK, Staffordshire, ST13 6LF

**Inspection date** 29 November 2016  
 Previous inspection date 20 March 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

- Children enjoy attending this welcoming and friendly pre-school. They play with a good range of quality toys and resources. Activities are based on children's interests and the environment is planned effectively to support their play and learning well. This means that children explore freely and use their imagination.
- Children form positive and trusting relationships with their key person and other staff. Children benefit from a good level of adult attention and warm interaction.
- The quality of teaching is good. Staff are supported effectively in their professional development. Training is identified to improve their skills, knowledge and interests and to enable them to enhance children's experiences.
- Partnerships with parents are strong. Good information sharing enables staff to meet children's care and learning needs successfully.
- Children who have special educational needs or disabilities are supported well. Staff work with other professionals to ensure children get the additional help and support they need.

### It is not yet outstanding because:

- The manager does not make best use of information gained from comparing the progress made by different groups of children to check that each group is well supported to make as much progress as possible.
- Not all staff are skilled enough in their use of questioning as a tool, in order to help children think deeply.

## What the setting needs to do to improve further

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

- build further on the use of information gained from comparing the progress made by different groups of children to check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- help staff to improve their questioning skills, in order to support children's learning more effectively.

### 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 completed a joint observation of an activity with the manager.
- The inspector held discussions with the managers and spoke to children and staff at appropriate times.
- The inspector looked at relevant documentation, such as children's records.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jacqueline Coomer

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their role and responsibilities in keeping children safe. They know what action to take if they have any concerns about a child. There are robust recruitment, vetting and induction procedures to help secure children's safety. Annual appraisals and regular supervision sessions make sure that staff's continued suitability to work with children is monitored. Risk assessments and daily checks are carried out to ensure the environment is safe, clean and secure. Managers consistently highlight the pre-school's strengths and areas for development to enhance the care and education children receive. Professional development of staff is prioritised to maintain good teaching standards. Staff work closely with parents, schools and external agencies to ensure that individual children's needs are met.

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

Staff provide an exciting and stimulating learning environment that engages children's interest. They plan and tailor experiences using information they gather from their observations to meet children's learning and development needs. Staff make good use of opportunities to extend children's mathematical skills. For example, they set challenges and develop their understanding about sizes and numbers as children explore sand, dough and building blocks. Children's interest in the world around them is fostered, for example, as they compare the properties of ice and water. Children are fascinated as they use torches to explore light beams and shadows. Their imagination is well supported with role play materials. They are provided with opportunities to design their own creations. For example, children build houses for dinosaurs in the construction area. Staff help children to develop their physical and language skills, and children join in enthusiastically with the sounds and actions of well-known rhymes and songs.

### Personal development, behaviour and welfare are good

Staff are consistent and positive in their approach to managing the children's behaviour. Children respond well to reminders to keep themselves and others safe. Children are offered healthy snacks and lunches that they enjoy. Children build on their good physical skills, for example, as they run and negotiate the circuit in the outdoor play area. Pre-school children are skilful in using a computer. They learn to navigate around a computer program and use the mouse with confidence. Children respond well to the praise and encouragement that staff offer throughout the day and are encouraged to try hard and do their best.

### Outcomes for children are good

All children make good progress, including children learning English as an additional language and those who have special educational needs. They develop a range of skills for their future learning and in preparation for school. Children have good levels of self-esteem and confidently communicate their needs. They are independent and select resources and make choices about what they want to do. Children behave well. They listen and respond to adults and share and take turns with their friends.

## Setting details

<b>Unique reference number</b>	EY441828
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1065846
<b>Type of provision</b>	Full-time 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 - 9
<b>Total number of places</b>	32
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Buckingham's Nursery School Ltd
<b>Registered person unique reference number</b>	RP904936
<b>Date of previous inspection</b>	20 March 2013
<b>Telephone number</b>	01538 483205

Buckingham's Pre School/Out of School Club was registered in 2012. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time and from 9am to 3.30pm. The out-of-school club operates from 7.30am to 9am and from 3.30pm to 6pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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