

# Aston Clinton Pre-School

The Anthony Hall, London Road, Aston Clinton, Buckinghamshire, HP22 5HG



<b>Inspection date</b>	9 February 2018
Previous inspection date	5 March 2015

<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 management committee and manager have a clear vision for the pre-school. They regularly evaluate the provision and use feedback from parents and staff to identify and develop areas for improvement.
- Staff make good use of their observation of children to assess their progress and identify their next steps in learning. Children make good progress from their starting points.
- Staff provide good support for children who have special educational needs (SEN) and/or disabilities. They form strong partnerships with external agencies and work effectively together to support children and meet their needs.
- Children develop close bonds and secure attachments with staff. They are very happy and settled throughout the day.
- Children have a range of opportunities to learn about the wider world. Staff embrace the different backgrounds of families and children.

### It is not yet outstanding because:

- Staff do not always make the most of interactions with children to consistently extend and challenge children's learning to the highest levels.
- Staff do not consistently ensure that all parents are aware of their children's precise next steps in learning, or use all opportunities to encourage parents to share information on their children's current abilities and achievements at home.

## What the setting needs to do to improve further

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

- build on the positive relationships with parents even further and consistently ensure they are aware of their children's precise next steps in learning and contribute what children are achieving at home, to strengthen their learning and development
- focus even more precisely on monitoring staff performance and ensure staff make the most of interactions with children to consistently challenge their learning to the highest levels.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand how to keep children safe and know what to do in the event of concerns about a child. Recruitment procedures are robust to help ensure that staff are suitable to work with children. The manager monitors the progress that individual and different groups of children make to target any gaps in their development. For example, staff introduced more mark-making activities to successfully close an emerging gap between the literacy development of boys and girls. Staff use new skills and knowledge to improve outcomes for children. For example, they have attended training to help support children's mathematical development. Parents speak highly of the new manager and the staff team. They are happy with the care and learning their children receive.

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

Children have good communication skills and imaginations. For example, they create elaborate storylines as they role play doctors in the cosy corner. Staff provide good opportunities for children to be creative. For example, children manipulate play dough into their favourite animals. Staff promote children's mathematical skills well. For example, children learn to count and think about size, such as when rolling different vehicles down tubes. Children particularly enjoy sensory play materials, such as rice and dough. They show good concentration and listening skills in their activities. The manager uses additional funding well to meet children's individual care and learning needs.

### Personal development, behaviour and welfare are good

Children explore their surroundings with interest and find plenty to do. They settle quickly and grow in confidence. Staff manage children's behaviour consistently and help them develop good social skills and positive attitudes. For instance, children listen to the staff's gentle reminders about boundaries that are in place for safety. They play games with their friends, learning to share and take turns. Children are motivated to learn, and they manage tasks themselves to build their independence and self-confidence. For example, children help prepare and clear away their snacks. Staff encourage children to develop a good awareness of a healthy lifestyle. For example, children enjoy exercise and fresh air daily in the well-resourced outdoor area.

### Outcomes for children are good

Children develop the skills they need for their future learning to help prepare them for school. For example, they readily explore books and eagerly snuggle in with staff to enjoy a story. Children practise making marks in a variety of ways. They focus intently and use tools such as tweezers to transport rice into small bottles. Older children confidently write letters and begin to form words.

## Setting details

<b>Unique reference number</b>	EY235054
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1091470
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Aston Clinton Pre-School Committee
<b>Registered person unique reference number</b>	RP519571
<b>Date of previous inspection</b>	5 March 2015
<b>Telephone number</b>	07928 309321

Aston Clinton Pre-School opened in 1967. It operates from Anthony Hall in Aston Clinton, Buckinghamshire. The pre-school is open during school term time. Sessions run on Mondays, Wednesdays, Thursdays and Fridays from 9am to 2.30pm and on Tuesdays from 9am to midday. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. Six staff work at the pre-school. Of these, four hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

