

Chipmonks Pre-school Limited



Broughton Pavilion, 139 Tanfield Lane, Broughton, Milton Keynes MK10 9NJ

Inspection date	28 January 2019
Previous inspection date	20 July 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff create an extremely welcoming and vibrant environment. They provide a rich variety of resources for children to explore, such as natural resources and loose parts. These help to capture and sustain children's interest in their own learning. Children are exceptionally well behaved.
- The quality of teaching is highly impressive. Since the last inspection, the manager has embedded new strategies to help staff to raise the quality of their interactions with children. This is helping to ensure that teaching is outstanding. Staff know their key children extremely well. They embrace every opportunity to challenge children's thinking and teach them new skills.
- The manager analyses the progress of individual and groups of children exceptionally well. She also monitors children's involvement in their self-chosen play. Staff take prompt action to address any gaps in children's learning. For instance, they plan highly effective interventions and adapt the learning environment. This has an impressive impact on outcomes for children.
- The provider and manager are extremely ambitious. They continually look for ways to further improve. For example, the provider keeps up to date with new initiatives. She researches their potential impact on outcomes for children and then discusses these with her team. They reflect upon how to build these into the pre-school action plan.
- The provider and manager actively seek, consider and value the views of staff, parents and children. For instance, staff share their ideas for how to adapt the learning environment by creating a photograph board. Parents share their views through questionnaires. Children create collages, cutting out photographs from magazines to show what resources they want to play with.
- Outcomes for children are excellent. All children make rapid and consistent progress from their starting points.

What the setting needs to do to improve further

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

- continue to implement, monitor and evaluate the new approach to planning and teaching to sustain the highly positive impact on children's outcomes.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.
- The inspector carried out an evaluation of teaching with the manager.
- The inspector held a meeting with the provider and manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents provided in writing on the day of the inspection.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is outstanding

The provider and manager reflect on their practice exceptionally well. They actively involve staff in an audit and evaluation of their service. The whole team share their vision for improvement and have created a mission statement and action plan together. This helps to drive improvement. The manager meticulously evaluates staff practice. She implements a cycle of staff supervision meetings and annual appraisals. These are rigorous and focus on maintaining the high quality of teaching. Managers provide a range of opportunities to help staff further develop their skills, such as staff meeting training and peer observations. Safeguarding is effective. Staff consistently implement a robust range of policies and procedures. This helps to promote children's safety.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is outstanding. Since the last inspection, staff have reviewed their approach to planning and teaching. This is having an exceptionally positive impact on the quality of staff interactions and the involvement levels of children. For example, staff prepare a range of inviting resources, such as pine cones, carrots, dried lavender, paint, glue, mixing tools, paper, envelopes, scissors and wooden frames. These help to capture children's interest. Children become engrossed in their self-chosen learning. They use the resources available in different ways. Staff support each individual child's thinking and skills. For instance, they challenged children to consider how they could change the shape of large paper pictures to fit them into small envelopes. They teach children how to hold and use scissors safely to snip pieces of paper. They encouraged children to consider different ways to mix and apply paint.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and children's behaviour is exemplary. Staff promote children's independence to the highest level. For example, they teach children how to handle tools with control and prepare their own snacks. Partnerships with parents and professionals are excellent. Staff meticulously plan settling-in sessions for children. This supports children's emotional development exceptionally well. Staff offer parents plenty of suggestions to help them support their children's learning. For example, they invite parents to open sessions and they demonstrate successful strategies to use to support children's behaviour during routine times of day. Parents then use these strategies at home. Staff create resources for parents to borrow, such as visual prompts and communication cards. Managers secure early support from professionals, such as specialist teachers. This helps to close any gaps in children's learning.

Outcomes for children are outstanding

All children make superb progress in their learning and development. They are exceptionally well prepared for their eventual move to school. Children develop impressive problem-solving skills as they consider how to join wooden construction toys together to build models. They independently manage their own self care needs, such as finding tissues to wipe their noses and washing their hands. They learn to take turns with their friends and share toys and equipment.

Setting details

Unique reference number	EY478887
Local authority	Milton Keynes
Inspection number	10064862
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	34
Number of children on roll	58
Name of registered person	Chipmonks Pre school Limited
Registered person unique reference number	RP533770
Date of previous inspection	20 July 2016
Telephone number	07873342783

Chipmonks Pre-school Limited registered in 2014. It is open each weekday during term time from 8.45am to 11.45am and from midday to 2.45pm with the option to stay all day. The provider employs nine members of staff, of whom six hold qualifications at level 3. The provider holds a qualification at level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

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