

Inspection of Bledlow Pre-School

Bledlow Village Hall, Bledlow, Aylesbury, Buckinghamshire HP27 9QF

Inspection date: 26 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They settle well and separate from parents positively, in this nurturing and exciting pre-school. Children thrive due to staff's high expectations for their learning and personal development. Staff plan an ambitious and carefully sequenced curriculum. Children learn through a balance of adult-led activities and child-initiated play. As a result, all children, including those with special educational needs and/or disabilities, make good progress. They are also ready for what comes next in their learning.

Children are curious and excited to learn. For instance, they are eager to explore the animals frozen in ice. They carefully use tools to free them and then talk about their discoveries and how the ice feels. Children behave extremely well. Staff support them to take turns and negotiate with their friends as they play. They also remind them of the expectations and reasons for good behaviour. Such as, the need to walk inside to remain safe. Children develop positive independence skills and can do things for themselves. They learn to manage their own hygiene to promote their good health. Staff help them to thoroughly wash their hands, blow their noses and throw away the tissues. Children understand that this is to minimise the risk of germs.

What does the early years setting do well and what does it need to do better?

- Leadership and management is strong. The manager and committee work hard to make improvements in the setting. This helps them to develop an understanding of their different roles and responsibilities. The manager has sought effective support from the local authority team to ensure she is able to provide a high-quality provision. This helps them to meet children's needs and effectively support their well-being.
- Overall, staff promote children's communication skills well. Staff always speak clearly and pronounce new words carefully. They use a range of strategies, such as modelling language, to support children's pronunciation and speech. However, when staff ask children questions, they do not always give them time to think and respond. At times, they are too quick to provide an answer themselves or move on. This does not ensure children have time to process new information and strengthen their knowledge.
- Staff know the children well. They gather a range of information from parents before children start. This supports them to consider children's needs and interests when they plan learning opportunities. Staff provide whole-group activities for children to participate in. Older children show focus and engage well at these times. However, some of the younger children struggle to concentrate and remain fully engaged. As a result, begin to show a little frustration.

- Children's early mathematics skills are developing well. They can recognise numerals throughout the environment. Staff support children to learn the names of the numbers and to start counting effectively as they play. For instance, they count their friends when they arrive and the dots on dice in small groups. Children also use tape measures to determine how tall the towers are that they have made.
- Children learn about the world around them, linked to their interests and experiences at home. For example, staff plan an activity related to construction and building houses. Children extend their learning from the story of the 'Three Little Pigs' when considering how to build their own structures.
- Parents say that the staff at the setting support them and their children well. Staff keep parents informed about children's learning and progress. Parents share their delight that staff use interventions to support children who need a little more help. Staff encourage children to develop a love of books and reading. This means children are keen to share their favourite stories, songs and rhymes with their families at home.
- Children learn about healthy choices and lifestyles. They have the opportunity to be physical and delight in being able to explore the large garden. They use their feet to propel bikes and they understand the need to wear a helmet to keep themselves safe. Staff provide resources, such as books and models to help children understand about good oral health. Additionally, this supports children to view visiting the dentist as a positive experience.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a secure knowledge of child protection matters and understand how to keep children safe. They use regular training to keep themselves up to date. They can accurately identify the possible signs that a child may be at risk of harm. Staff understand the procedures to follow if they have concerns about a child. This includes wider safeguarding issues, such as radicalisation and county lines. Staff maintain a safe and secure environment for children, through suitable risk assessments of the provision. The manager and committee follow effective recruitment procedures to ensure those working with children are suitable to do so.

What does the setting need to do to improve?

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

- ensure staff continually give children enough time to think and respond to any questions they ask, to allow them to develop their thoughts and ideas further
- review and strengthen the organisation of large group times so that all children remain fully focussed and engaged.

Setting details

Unique reference number	140865
Local authority	Buckinghamshire
Inspection number	10210003
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	Bledlow Pre-School Committee
Registered person unique reference number	RP907445
Telephone number	01844273588
Date of previous inspection	25 January 2018

Information about this early years setting

Bledlow Pre-School registered in 1997 and is managed by a committee. The committee employs five members of staff. These all hold appropriate early years qualifications at level 2 and above, one staff member is qualified to level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 2.15pm except on a Friday when they close at 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Perry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022