

# Long Buckby Pre-School

Inspection report for early years provision

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**Unique reference number** 220210  
**Inspection date** 03/05/2012  
**Inspector** Sarah Measures

**Setting address** Baptist Church Schoolrooms, Market Square, Long Buckby,  
Northamptonshire, NN6 7RR

**Telephone number** 01327 842587

**Email**

**Type of setting** Childcare - Non-Domestic

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## 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**

Long Buckby Pre-School is a committee-run group which opened in 1971. It operates from the Baptist Church School Rooms in the village of Long Buckby, Northamptonshire. The pre-school has sole use of the first floor of the church-owned building during the pre-school hours. There is a fully enclosed area available for outdoor play.

The pre-school is registered by Ofsted on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register. The pre-school opens Monday to Friday during the school term only. Morning sessions are from 9am to 12 noon. The setting also opens for three afternoon sessions, Monday, Tuesday and Thursday from 12 noon to 3pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the pre-school at any one time. The pre-school provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, six members of staff hold or are working towards appropriate early years qualifications. The manager has Early Years Professional Status. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Policies and procedures effectively promote children's welfare and their learning and development. This is an inclusive provision where children are very much valued as individuals. Staff work hard to continually improve upon the provision for children and to make sure children are offered new and challenging experiences. Overall, staff work well to involve and inform parents of planning and of children's progress. Children enjoy their time at the pre-school and make good progress because of the way staff observe and assess them and plan to meet their individual needs. Staff make up a well-qualified team supporting the children and are clearly committed to offering children good quality care and learning experiences.

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

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

- extend the two-way sharing of information with parents as children start at the setting to include information regarding children's starting points.

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

All safeguarding policies and procedures are thoroughly reviewed in order to make sure they effectively protect the children. Procedures for vetting new staff are robust. They are supported by staff training and appraisal systems that help staff to develop and ensure their continued suitability to work with the children. Staff are confident in their knowledge of the possible indicators of child abuse and they know how to safely refer any concerns that they may have. Procedures for dealing with and reporting any child protection concerns and allegations are thoroughly reviewed to make sure that children are kept safe and all legal obligations are met. The premises is secure and the arrival and departure of children is carefully monitored by senior staff. Staff share clear information with parents as to how to make a complaint, that includes details of how to contact Ofsted as the regulator. This promotes a safe and transparent provision for parents and children.

Staff conduct thorough risk assessments and daily health and safety checks to make sure all areas of the premises and equipment are safe and suitable for children to use. Staff organise a positive, safe and accessible environment for children. Children use well-maintained and good quality toys and equipment that they can easily select to make choices to support their play and imagination. Toys and displays include positive images of difference and diversity to offer a welcome to all children and to help children to learn to value those that are different from themselves. Good support is offered for children with disabilities and/or special education needs. Children with special needs are well-integrated and included within the setting. Staff support such children well by completing good quality observations that they share with other professionals to help plan effectively for children's progress. The effective methods of observing and assessing children mean any difficulties with children's development can be identified for any additional support to be put into place at an early stage.

Staff work well with parents who enjoy helping out and contributing to sessions. Good information is shared with parents regarding children's progress and how they can support their children further at home. However, information shared with parents as children start at the pre-school does not focus upon children's starting points in relation to the early learning goals. This does not support staff's planning for children's progress fully effectively from the onset, although, staff do complete a very good variety of observations and assessments as children settle. Good information regarding activity planning is shared with other settings that children attend that also deliver the Early Years Foundation Stage. This enables all involved in children's care and education to plan cohesively to meet children's needs. This is a reflective setting and the committee and staff use various methods of evaluating and monitoring the provision for children in order to ensure good standards are achieved.

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

Children arrive and are eager to participate. They choose from a good range of well-planned activities that promote all areas of their learning in many fun and interesting ways. Children make good progress because staff plan activities carefully to take into account their interests and their individual learning needs. Children are well behaved and enjoy their learning because they are well occupied and supported by staff who have a good understanding of how children learn whilst they play and have fun. Children learn to consider others and to be responsible as they discuss the 'pre-school promises' that staff remind them of in order to promote good and safe behaviours. Children with English as an additional language are welcomed and their home language valued. For example, parents visit the pre-school to share their home language and cultural customs with the children. This helps children to develop a good sense of belonging and helps all children to broaden their experiences and to learn about different languages and ways of life.

Children enjoy extended opportunities to use their imagination and to be creative. This is because staff plan to develop children's existing skills and experiences when organising activities. Children use a variety of equipment and different techniques as they paint, make and design and they make choices and follow their own ideas. Children enjoy good opportunities to use information and communication technology to support their learning. For example, they sequence and count and develop their computer skills as they take part in purposeful games that reinforce different aspects of their learning. Children take part in purposefully organised role play opportunities. They develop relationships and learn from each other as they make up games and use realistic toys and equipment to support their play. They make sense of everyday situations because the role play area is organised to represent different situations. For example, the role play area currently represents an office. Children use a good range of mark making equipment within their play in order to develop their pre-writing skills and to learn to write for a purpose.

Children develop healthy habits and routines as they enjoy playing outside in all weathers. For example, when it is raining they dress up in waterproof clothing and put on wellington boots so that they can enjoy splashing in the puddles in the outdoor play area. Children are encouraged to consider others and not to splash anyone who may be walking by the puddles. Children are familiar with good hygiene routines and wash their hands before eating. They make healthy choices at snack time and their health is well promoted because all staff have completed first aid and food safety training. Children make good progress towards the early learning goals because of the way staff observe and assess them. Staff show a good knowledge of the Early Years Foundation Stage Framework and complete purposeful and ongoing observations. Staff make good use of observations to regularly assess children and to plan for the next steps in children's learning. Planning is particularly effective in supporting children's progress because it is derived from good quality evaluations of activities and from knowledgeable and up-to-date observations and assessments.

## 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

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### 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

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## **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