

Boddington Pre-school

Village Hall, Warwick Road, Upper Boddington, DAVENTRY, Northamptonshire, NN11 6DH

Inspection date

12/07/2013

Previous inspection date

23/04/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children's learning is promoted well by skilled practitioners who recognise the importance of working with children's interests and providing stimulating experiences to promote learning through play.
- Children have positive transitions between settings and onwards to starting school because partnership working with parents and other early years providers is strong.
- An effective key person system helps children form secure attachments, and this successfully promotes their well-being. Good interaction results in confident children who show high levels of independence and motivation.
- Successful systems are in place to monitor practice and effective staff deployment means that children are supervised well. As a result, children's welfare and safety is effectively promoted.

It is not yet outstanding because

- The role play area is not consistently used as a resource to optimise children's understanding of diversity. For example, dressing-up clothes and cooking utensils do not reflect different cultures and traditions.
- There is scope to improve the book area so that children have somewhere comfortable to sit and enjoy stories and look at books to further enhance their already good early literacy skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting with the manager of the pre-school and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the hall and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the pre-school, the provider's self-evaluation and a range of other documentation.

Inspector
Hazel White

Full Report

Information about the setting

Boddington Pre-school was registered in 2000 on the Early Years Register and both parts of the compulsory childcare register. It is committee run and operates from a self-contained unit in Boddington Village Hall in Daventry. There is a fully enclosed area available for outdoor play.

The pre-school is open term time only on Tuesday, Wednesday and Thursday from 9.15am until 2.15pm. Morning sessions are 9.15am until 12.15pm. There is a lunchtime option from 12.15pm until 1.15pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The pre-school group provides funded early education for three- and four-year-old children.

The pre-school employs five practitioners. Of these, two hold appropriate early years qualifications at level 3. The manager has Qualified Teacher Status and Early Years Professional Status. Two practitioners have appropriate early years qualifications at level 2 and both are working towards level 3. The pre-school receives support from the local authority and are members of Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop the selection of resources in the role play area to further support children's understanding of diversity. For example, by providing traditional dressing up costumes and cooking utensils, such as a wok
- improve the organisation of the book area so that children can sit in comfort to read stories and look at books.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have high expectations of all children because they find out about what children can do before they start at the nursery and plan effectively for children's learning needs. Ongoing assessment of children's progress is thorough. Practitioners observe children in their play and take photographs of them to illustrate the activities children enjoy. They support children well and reflect on what they do to promote effective

learning. This ensures teaching focuses on individual children's interests and the next steps in their learning. Parents contribute to their child's assessment to share what they have observed their child can do at home. Children take home 'buddy' a cuddly dog, this encourages them to share their home life experiences with pre-school and their friends. It also gives their key person an insight into additional activities children take part in, such as, swimming and ballet. As a result, children's learning is consolidated and this helps them to make best progress to support their readiness for school.

All practitioners have a secure understanding of how children learn and the quality of teaching is good. They provide challenge for the children, whilst ensuring they are successful and this helps children to feel inspired to learn. Practitioners talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. For example, children playing with a farm yard learn that 'donkeys and 'horses' ears are different and that is how they tell the difference between the two animals. Practitioners model clear language during their activities without discouraging children's efforts as they copy new words. Children learn that a castle has 'turrets' and 'weavers' spin wool. This enables all children to use their growing skills and become confident communicators.

Children are encouraged to bring in their favourite books from home and to make up their own stories, which are based on traditional fairy tales. A child is very excited as she shares a celebration cake book with the group, pointing out a 'polar bear birthday cake' that they are going to make 'with mummy'. A practitioner skilfully extends children's learning further, by leading a discussion about what ingredients they will use, and how they will make the decorations. Children use their imagination well when making up stories. They decide that there will be horses instead of pigs in their story, and change the ending so that the house does not fall down. Consequently, they confidentially express their own ideas. Children have access to a well-resourced book area, however this area is not used to its full potential because children do not have seats, where they can relax and enjoy looking at books together in comfort. As a result, opportunities are missed to further develop children's already good early literacy skills.

Children have regular access to the outdoor play area. Although the building is not conducive in allowing children to have free flow to this area, positive steps and effective planning means that children can access this area on a daily basis. Children proudly practice their 'sports day' events, carefully concentrating on throwing the bean bag into the hoop. Their friends and practitioners cheer loudly as they race towards the finishing line. As a result, children have high levels of self-esteem because they are praised for their achievements. In addition, children experience watching the farmer use a tractor in the field to bale the hay and attend a local forest school whereby they investigate, explore and examine wildlife. Therefore, they gain a knowledge and understanding of the local community. A general range of resources are in place to help children gain awareness of the diverse society in which they live. However, there are fewer opportunities for children to use resources in their role play, such, as cooking utensils and dressing-up clothes which reflect the culture and traditions of different countries. Consequently, opportunities for children to discuss and explore similarities and differences between different cultures and traditions are missed.

The contribution of the early years provision to the well-being of children

Children are relaxed and confident in the nurturing care of practitioners. They develop good levels of self-esteem because practitioners are attentive and value their contributions. Staff seek relevant information from parents when children start at the pre-school. They do this through settling-in visits and discussions. This means children's likes, needs and routines are known which results in a smooth transition between home and the setting. Staff are attentive and kind, giving cuddles and reassurance when needed. This helps to ensure that their emotional needs are met and that children are happy and secure. Children behave well because practitioners are good role models, treating them with kindness and respect. They enjoy each other's company, seeking out friendships and forming relationships. Children happily play together sharing and turn-taking and are kind and considerate to one another.

Practitioners work hard to transform the hall into a child-centred learning environment which is appropriately organised so that children can freely choose from most resources. Children become increasingly independent as they manage their personal care, serve themselves at snack times and dress themselves for outdoor play. As a result, they develop good self-care skills. Practitioners work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all practitioners are clear about children's allergies or food preferences, which ensure children's needs, are met and respected.

Children are well-nourished because they are provided with a good range of snacks which include fresh fruit. Snack times are social occasions whereby children sit chatting to their friends. Staff uses these times as a learning opportunity to talk to children about foods that are good for them and which are not. All children learn sensible hygiene routines because practitioners act as good role models, washing their own hands. Toilet facilities have been well thought-out so children can access the easy-to-use taps, paper towels and hand driers. Children are taught to keep themselves safe as practitioners remind them of the safety rules. For example, children learn how to use the stairs leading to the garden in a safe manner and do so with maturity.

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

The designated person for safeguarding is very clear about her role in promoting children's welfare so that children are kept safe. All practitioners have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all practitioners are suitable to work with children. Thorough induction procedures ensure that new practitioners have a secure knowledge of their roles and responsibilities.

Comprehensive risk assessments are carried out on a regular basis and reviewed as and when necessary. Practitioners are well-deployed to ensure that children are kept safe and all visitors are effectively monitored to ensure they do not have unsupervised access to the children.

The manager is an effective leader, setting high aspirations for quality. She shares their vision with the committee and practitioners, which mean they all work together as a cohesive team. The manager has a very good understanding of her responsibilities in meeting the learning and developmental needs of young children. She is a qualified teacher and has Early Years Professional Status. An effective system is in place for regularly monitoring practice and this ensures the setting is always evolving and improving. Professional development of all practitioners is supported well through regular supervisions and appraisals. All practitioners work hard to provide high quality care and learning opportunities for children. They are all qualified and some working towards upgrading their qualification in order to further enhance the service they provide.

Practitioners have close partnerships with other early years providers to share information in order to fully promote children's learning, development and welfare. Partnership working with other professionals and agencies is already established and used to identify children's needs to help them make best progress. Practitioners build good working relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are effectively met. Parents speak highly of the setting and practitioners, explaining they felt very well informed; their children are happy and making good progress. Systems for self-evaluation highlight the nursery's strengths and weaknesses and clear action plans are used to prioritise areas for development. For example, practitioners' suggestions to the committee, led to the local gardening club providing resources so that children could plant and grow their own plants and flowers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	219930
Local authority	Northamptonshire
Inspection number	926635
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	24
Name of provider	Boddington Playgroup Committee
Date of previous inspection	23/04/2010
Telephone number	07507086975

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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