

Isham Pre-School Playgroup

Isham Cricket Club, 225 Orlingbury Road, Isham, KETTERING, Northamptonshire, NN14 1HW

Inspection date

09/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make very close attachments with the excellent practitioners and form superb relationships their peers. This ensures that children are exceptionally confident and self-assured.
- Practitioners are highly skilled in their assessments and use of the key person system, creating highly personalised learning for all children. Consequently, all children make rapid progress.
- Safeguarding is given the highest priority throughout the setting. The manager has excellent procedures in place to ensure all staff have the knowledge and understanding to keep children totally protected.
- Resources are very wide and varied across the seven areas of learning. The environment is extremely welcoming to all children and therefore, the experiences they encounter are diverse and wide ranging.
- Communication between practitioners and children is exceptional, supporting children to link and extend their learning within their play.
- Procedures and expert practitioners ensure that children's needs are very quickly and accurately identified. As a result, highly comprehensive systems are adopted to support the individual needs of all children.
- Management has devised highly effective, well-embedded systems for assessment, planning and monitoring of provision. This highly reflective environment ensures that the highest standards are achieved throughout the setting by all practitioners.

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.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector conducted observations within the main room and outdoors.
- Discussions were held with practitioners and the children. The inspector met with the manager and held an interview with the special educational needs co-ordinator.
- The inspector completed an in-depth review of assessment and planning procedures.
- The manager and the inspector jointly observed an activity.
- The inspector reviewed documentation and policies, including evidence of the suitability of practitioners working within the setting.

Inspector

Ben Hartley

Full Report

Information about the setting

Isham Pre-School Playgroup is an established provision that is moving premises temporarily. It is registered on the Early Years Register. It is situated in a cricket club in the village of Isham, between Kettering and Wellingborough, Northamptonshire. It is managed by an individual and operates from rooms within the cricket club as well as using their outdoor facilities. The pre-school serves the local area and is accessible to all children.

The pre-school employs six members of childcare staff. All of these hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The pre-school opens Monday, Tuesday, Wednesday and Friday during term time only. Sessions are from 9.15am until 12.45pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider how the already succinct routines can be altered and adapted in order to further minimise the disruption they sometimes cause to children's play.

Inspection judgements

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

Children are making exceptional and rapid progress in their learning and development. This is because of the very wide ranging, imaginative and engaging educational programme that is expertly implemented by dynamic practitioners. Consequently, children are exceptionally well-prepared for school. The rigorous and meticulous assessment of the children's learning allows highly individualised planning, creating optimal challenge for all children. Additionally, the practitioner's communication and exceptional use of open questioning further promotes children's learning in the broadest terms. For example, during a story, the practitioner asks open questions about building materials and which are most suitable for using to build a house. Children respond by drawing on their own life experiences and discuss the materials their houses are made from. Practitioners also use resources very skilfully to support the next steps in children's learning and development.

For example, children are exploring spider webs in the outdoor environment. In order to maximise their development and learning the practitioner used microscopes with the children. This gave children a chance to explore the texture of the webs to a greater extent and encouraged their enthusiasm, leading them to ask questions to further their understanding.

Parents are involved at every stage of children's learning. For example, during holidays the setting seeks information about what activities the children have been undertaking. Provision within the setting is then adapted and tailored to incorporate this learning. This ensures there is a continual link between the home and the setting, further enhancing and building on children's learning. The setting also makes wide use of their local environment and uses it to support and enhance children's learning. For example, a visit to the church around a religious festival, gave children additional context and a meaningful learning experience.

Practitioners have very high expectations of children and an exceptional understanding of how children learn and develop most effectively. The rich, varied, imaginative and calm environment is planned extremely well and the children thrive in making their own choices about activities they undertake. The consistent monitoring of provision and quality of the practitioners also enables the quality of teaching to be consistently excellent. Children's engagement within their own play and environment also results in very positive choices regarding behaviour. Consequently, there is a very strong focus on taking the children forward in their learning. All children in the setting display the characteristics of effective learning, this is supported by staff giving the highest priority within their assessments and planning of the environment.

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

The very close attachments formed by the children, gives them a great deal of confidence and self-esteem. This is achieved partially through an excellent key person system. This excellent personal, social and emotional development ensures that progression across all other areas of learning is optimal. Due to the very high priority placed on safety and the confidence they have, children happily take risks in their play. All practitioners are very enthusiastic and this, coupled with a very robust settling-in procedure, enables children to fit into the setting seamlessly. For example, some children within the setting have been there for a very short time but were totally settled and engaged within their play. Supervision of the children is exemplary, this is due to the excellent deployment of the practitioners within the setting.

The environment is highly stimulating and extremely welcoming for children. The resources are easily accessible and children have free access to choose their own play activities. The vast outdoor space is also utilised excellently with dynamic resources that enable children to take risks and enhance all aspects of their learning. Children display an eagerness to learn and thirst to attain knowledge. For example, while playing with balloons children are asking questions of each other and the practitioner. They are also negotiating and discussing the potential outcome to predict what might happen when they

let go of the balloon. In addition, the expertise of the practitioners and exceptional partnership working with local schools, ensures children are thoroughly prepared for school.

The relationship between parents and key persons further enhance children's development and increases their well-being. The setting also encourages children to learn about living a healthy lifestyle. For example, the local fire service visited, giving the children the opportunity to experience sitting in the vehicle and using the water hose. This was then used as a basis to explore the wider use of water and its necessity for humans to survive. This opportunity gave children a wide, detailed experience that linked incorporated numerous elements to connect and broaden their learning. The setting also provides nutritious snacks, from a very hygienic serving area.

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

The leadership within the setting is inspirational in every aspect. The manager has a complete understanding in how to meet the learning and development requirements. This includes robust systems of monitoring, planning and assessment of the educational programme that ensures children make rapid progress across the seven areas of learning. This consistent, robust monitoring also ensures the quality of teaching remains exceptionally high across the setting. The assessments are consistent and accurate enabling management and key persons to evaluate the learning across the cohort and make adaptations to enhance and promote development. The highly qualified, dynamic practitioners support the manager in ensuring the setting always strives for the highest possible standards. These highly motivated practitioners undertake regular performance reviews as well as professional development. For example, they all access online training to ensure their knowledge is up to date as well as continuing to attend other training through the local authority.

The manager has a complete understanding and gives the highest priority to safeguarding children. This philosophy is also shared by all the staff, who all have an excellent understanding of safeguarding issues and procedures to follow. Children's safety is a paramount concern for all practitioners throughout the setting. Thorough and rigorous recruitment procedures are in place to ensure new practitioners are highly skilled and will further enhance the team.

Excellent partnerships with parents have been developed, ensuring a very high level of consistent care. Parents contribute to different aspects of the setting and their children's learning and care on a very regular basis. For example, the regular and thorough observations always include opportunities for parents to contribute and have their input in order to fully support children's learning and development. Additionally, the setting has developed exceptional partnerships with outside agencies. This means they are able to significantly enhance the learning of children with special educational needs and/or disabilities identifying children that need additional support very quickly.

The setting undertakes regular and consistent self-evaluation, this supports on going development within the setting. The manager and practitioners both appraise their performance regularly, further highlighting the constant strive for excellence that is evident within the setting. These regular evaluations and reflections further enhance the quality of the teaching and consequently children's learning.

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	EY458113
Local authority	Northamptonshire
Inspection number	912018
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Deborah Wendy Kenny
Date of previous inspection	not applicable
Telephone number	01536722837

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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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