

Towcester Scout Hall Pre-School

The Scout Hall, Baden Powell Crescent, TOWCESTER, Northamptonshire, NN12 6DS

Inspection date	14/01/2014
Previous inspection date	13/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good. Staff have a good understanding of how to promote children's learning and set realistic targets for children to achieve in all areas of learning. As a result, children's progress well given their starting points and capabilities.
- Children's personal, social and emotional development is promoted very well by staff. Children are happy, settled and secure and strong relationships have been formed with staff.
- Children benefit from plenty of fresh air and exercise and freely access the outdoor play area. Staff safeguard children as they understand the importance of supervising them and protecting them from harm.
- Staff develop close relationships with children and parents enabling the transition from home to nursery to be as relaxed as possible. Comprehensive information gained from parents enables staff to provide care according to each child's needs which helps children feel safe and secure.

It is not yet outstanding because

- The development of children's independence is not always maximised, for example, children do not have the opportunity to pour their own drinks at snack time.

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 spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staff's qualification and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Towcester Scout Hall Pre-School was opened under its current ownership in 1979 on the Early Years Register and is run by a committee. It operates from scout hall in the town of Towcester. Children have use of one main group room and there is an enclosed area available for outdoor play.

The nursery is open from 9am until 12 noon term time only. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. It supports a number of children with special educational needs and /or disabilities.

The nursery employs six practitioners. Of these, four hold appropriate early years qualifications at level 3. One practitioner has an appropriate early years qualification at level 2. The setting receives support from the local authority and is a member of the 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:

- review systems which enable children to continually develop their independence skills, for example, by pouring their own drinks at snack time.

Inspection judgements

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

Children make good progress because staff have a good understanding of how children learn and develop and promote their learning effectively. Children are supported well by their key person and staff work cohesively to share any observations of children to aid the key persons planning and ensure all children are challenged. Information gained from detailed observations and assessments of children engaged in play are used to inform planning for individual children. Communication with parents is a high priority with regard to gaining information about their child so staff understand what they know and can do. Parents are actively involved in sharing information and plan for children's learning through the communication books and parents consultations that take place each term. This also enables them to look at ways of developing their child's learning at home. Staff complete the required progress check at age two and support children to develop their skills in readiness for school.

Children enter pre-school enthusiastically and settle quickly into activities. They self-register selecting their own names and placing them on a board so everyone knows who is there. Children have lots of opportunities to develop their sensory skills using gloop, shaving foam and snow dough. They make marks within these and the sand which

supports their early writing skills. Manipulative skills are developing well as they help themselves to a variety of toys. They currently have a fascination with building and towers, and mending toys using drills and the toy cement mixer. They begin to understand about safety when building and wear hard hats and fluorescent tabards so people can see they are building. Children develop a good awareness of numbers through the games and activities provided. Outdoors, children enjoy playing hopscotch, identifying the numbers and counting in sequence. Cooking activities take their understanding of mathematics further as they weigh and measure ingredients and use simple addition in the process. They talk about the differences to the mixture during the mixing process as well as linking their discussions to being healthy and the importance of eating foods that are good for them.

Children develop an awareness of disability, diversity and the wider world in a positive way through the resources and positive images provided. Children thoroughly enjoy looking at their 'family books' made from photographs of the special people and pets in their lives. This also enables them to explore similarities and differences within families. Children's enjoyment of books is enhanced as they sit quietly and read alone on large cushions or share stories with their friends or an adult. They giggle with delight and they listen to a favourite story about finding a bear and become animated as they follow the actions in the story, moving in various ways through grass and mud. Children develop confidence when using technology such as the computer, moving the mouse with good control to manoeuvre through various games and supporting their friends who are perhaps less secure in their skills. Children confidently move around the ample space available. They are motivated, interested and continually challenged by the wide variety of activities and resources available to them. This promotes their learning extremely well.

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

Children's personal, social and emotional needs are addressed very well by staff, taking account of their individual needs. Strong relationships have formed between staff and children who readily seek cuddles and affection. As a result, children are happy, content and feel secure. Good settling-in procedures ensure that children gradually become familiar with staff, routines and their new environment which supports them well in the transition from home to pre-school. Children are prepared very well for their transition into other early years settings and Reception Class in school as they meet with teachers, talk about the forthcoming changes and develop their skills, such as dressing themselves for outdoor play. Information shared with teachers encourages consistency of learning.

Children self-select from a wide variety of resources and confidently extend their learning outdoors as they take toys and equipment outside. They learn to manage their own self-care needs. Staff are sensitive to the needs of the younger children and ensure their comfort is maintained through nappy changing routines and support children in toilet training in line with parents' wishes. Children enjoy a variety of snacks each week that take account of individual dietary needs and preferences. These include rice cakes, and various fruit and vegetables. Children have made their own placemats and select the snack they wish to have. Drinks of fresh water and milk are freely available. However, children do not have the opportunity to develop their independence even further by

pouring their own drinks.

Behaviour within the setting is very good. Children of all ages are encouraged to be kind and courteous towards each other and learn to share and take turns. Staff are good role models and children's self-esteem and confidence is continually nurtured through the praise and encouragement they receive. Children's good health is protected as staff are vigilant when children are feeling unwell and medical procedures are in place with regard to infectious illnesses. Staff deal with any minor accidents swiftly and sensitively and any medical records are shared with and countersigned by parents. All staff hold valid first-aid certificates. Children benefit from plenty of fresh air each day as they spend time outdoors using a variety of equipment. They confidently manoeuvre wheeled toys in and out of obstacles and make their own 'dens' inside large cardboard boxes, extending their imagination. Children are reminded to keep themselves safe by not running indoors, sitting carefully on the chairs and learn about road safety during walks in the local community.

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

Staff take steps to promote children's health and safety. They are fully aware of their responsibility to supervise children at all times and ensure they are never left alone with un-vetted adults. Staff understand their role and responsibility in protecting children from abuse and neglect. Written risk assessments ensure all areas accessed by children are safe and suitable and staff to child ratios consistently meet or exceed the requirements. Procedures for the recruitment, selection and induction of staff are secure and procedures for ensuring the suitability of staff are robust in order to safeguard children. Staff keep their knowledge of childcare practices up to date through ongoing training and development and share new information and changes to practice with the wider staff team. Therefore, they are continually aware of good practice and children remain safe.

The manager and staff ensure the educational programmes are continually monitored effectively through self-evaluation methods. This enables them to provide appropriate challenge to children in order to make good progress. Advice and support is welcomed from the early years advisory staff. There were three recommendations made at the last inspection and all have been addressed. Clear routines ensure that all visitors to the setting record their time of arrival and departure and their reason for being in pre-school. Fire drills are practised regularly, recorded and evaluated to ensure children and staff remain safe in the event of an emergency and staff have devised comprehensive 'All about me' forms which are completed by parents during their child's initial introduction. This gives staff a good understanding of each child's needs and stage of development at the start of their placement. Resources are very well maintained and meet the developmental needs of the children very well. All required documentation is held within the boundaries of confidentiality, accurately maintained and up to date.

Strong partnerships with parents have been formed. Very good communication between staff and parents means that children's care and learning needs are met very well. Detailed policies and procedures are shared with parents which reflect the ethos of care provided. Communication books are completed and shared with parents each day their

child attends. To ensure that parents are actively involved in planning for their child's learning, they are encouraged to make their own comments as well as in their child's learning journal and where appropriate, their progress checks at age two. Feedback from parents about the service they receive is obtained through verbal discussion, comments made in 'thank you' notes as children move on and through the use of questionnaires. The information is used to review the service provided and take steps to enhance it further. Staff have formed good relationships with other local provisions and schools to ensure consistency of care and learning. They work effectively with other professionals involved in children's lives to ensure early intervention and that the child gets the support they need.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	219963
Local authority	Northamptonshire
Inspection number	876324
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	35
Name of provider	Towcester Scout Hall Pre-School Committee
Date of previous inspection	13/10/2010
Telephone number	07980 525116

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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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