

Stanion Pre-School and Out of School Club

Stanion C of E Primary School, Cardigan Road, Stanion, KETTERING, Northamptonshire, NN14 1BY

Inspection date	09/07/2014
Previous inspection date	20/01/2009

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

- There is a challenging and wide ranging educational programme and a high standard of teaching. This ensures that children, including those that have special educational needs and/or disabilities, make good progress.
- An established key-person system and caring affectionate staff, ensure that children make meaningful attachments. Accordingly, their emotional well-being is secure.
- The environment is safe and welcoming for children and their families. This ensures that children are protected and engaged in a variety of activities.
- Children are given opportunities to develop their independence and learn to keep themselves safe. As a result, they are well prepared for school or the next stages in their learning.

It is not yet outstanding because

- Staff use appropriate questions to extend children's learning. However, occasionally questions do not provide children with enough time to respond or think critically for themselves.
- Group learning opportunities are not maximised to consistently engage all children, in particular the younger children.

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 had a tour of the premises with the manager.
- The inspector observed activities in the main playroom and the outdoors.
- The inspector checked policies and the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager.

Inspector

Ben Hartley

Full report

Information about the setting

Stanion Pre-School and Out of School Club opened in 1972 and moved to its current premises in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by an elected committee of parents. The pre-school operates from a purpose-built mobile building in the grounds of Stanion Church of England Primary School, near Corby, in Northamptonshire. The mobile unit is accessed from a wide pathway leading from the main school entrance. The premises are accessible to all children and parents. Children have access to an enclosed outdoor play area. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. One member of staff holds Early Years Professional status. Opening hours are from 9am until 3pm, during term time only. There are currently a total of 34 children attending, all of whom are within 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:

- allow children enough time to respond to questions and increase the frequency of open questions in order to provide even more opportunities for children to think critically for themselves
- maximise the use of group learning times in order to consistently engage all children, in particular younger children so their learning is enriched.

Inspection judgements

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

Children enjoy taking part in a very wide range of interesting activities and experiences that cover all seven areas of learning. There is a consistently good level of teaching throughout the pre-school and this ensures that all children, including children with special educational needs and/or disabilities, make good progress. Children are given a variety of opportunities to use different creative resources. There are significant links within children's play that are planned according to their interests. For example, the children have built a boat using construction materials. Accordingly, creative activities, including under the sea pictures, are being utilised to engage children in a topic that interests them. Children are given opportunities to lead and dictate their play. As a result, their level of independence is increasing. Staff use some reasonable questions to extend children's learning. However, occasionally these questions are closed and are sometimes quickly

followed by another question. This means that children do not always have time to respond and their understanding is not being fully extended consistently. Children particularly enjoy the free access they have to all resources, in particular sand, water and dough. For example, children use the outside tap to transport water across the area to fulfil the purpose of their play. They then explore the texture of materials and use accurate language to describe the feeling on their skin. Furthermore, the pre-school plan additional experiences that utilise the local environment. For example, a trip has been planned to the local zoo. This type of additional activity allows children meaningful learning opportunities outside of the pre-school.

The pre-school are taking positive steps to increase children's readiness for school or the next stage in their learning. For example, there is a wide variety of structured activities that increase children's awareness and interest in books and stories. Children have created their own story based on different versions of a familiar book, which gave children the opportunity to learn more about the written word and its value. Children demonstrate an eagerness to learn more about subjects that interest them and build on their prior knowledge. For example, children make links to their own experiences within their play. Furthermore, children demonstrate the ability to concentrate and persist with their chosen activities for a sustained period of time. For example, during an adult-led matching activity children sustain their attention and interest in the activity, working collaboratively together to achieve an outcome. Additionally, children skilfully use an interactive computer resource, following instructions carefully and responding appropriately. Some interesting group activities are planned and organised effectively. However, occasionally and in particular for the younger children, they are not always consistently engaged. Accordingly, the learning opportunities are not maximised during these times.

Regular assessments are used to inform planning and this means staff are able to provide individualised learning opportunities for children. Additionally, staff ask parents to complete their own observations prior to children entering the pre-school. This allows them to build a more complete picture of the child's development and means there is immediately a great deal of information available to them. Furthermore, staff are beginning to use an online system for sharing information with parents. This system has already been trialled and parents have commented positively on the interactive nature of the software. Other positive steps are in place to engage parents with the pre-school. For example, the manager and key person complete a home visit before children start in the pre-school. This enables the children to begin to develop relationships before entering the pre-school and allows parents to ask questions and gather any information they require. Furthermore, regular parents' evenings and daily informal communication ensures that parents are kept up to date with their children's progress and achievements. Parents comment very positively on the communication from the pre-school and the quality of the staff team.

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

Children make secure attachments to caring and affectionate staff. This means that children's emotional well-being is secured. This is partially facilitated by a well-established key-person system that supports engagement with parents and children. This ensures that

there is a familiar point of contact within the pre-school for all families and means relevant information is shared consistently. Staff are positive role models and this ensures there is a calm environment that is focused on children's learning. Additionally, it means that children are able to fully explore all areas of the environment safely. Children remain very settled for the duration of the time they spend in the pre-school and are consistently engaged with individualised learning activities. Children share resources easily and with minimal adult support. For example, children devise their own strategies for the time they spend on the interactive whiteboard. This means that all children have a say in their own rules and allows them to take turns and manage the situation according to their own rules. Accordingly, children behave in a positive manner throughout the time they spend in the pre-school. Care routines are very well organised and give consideration to children's individual preferences. For example, staff ask the children when they need their nose wiped. This gives children an active voice in the pre-school and means their individual care needs are met.

The environment is inviting, both inside and outside, including a system that allows children to independently move between the two environments. This means that children can play and learn in an environment that they feel comfortable in and can explore all elements of it independently. The outdoor environment is inviting for the children. Accordingly, children spend a great deal of time in this area and utilise it fully. For example, children enjoy filling the water using the outdoor tap and using it for various elements of their play. Furthermore, children have opportunities to take part in rigorous play activities in the outdoor area. Resources, such as bikes and scooters provide children with good opportunities to extend their physical skills. This also ensures that children are learning to manage risks within their play. Children are learning about how to manage their own personal hygiene and become increasingly independent. For example, after eating their snack children are encouraged to put their rubbish in the bin and wash up their own plate and cup.

The pre-school are taking positive steps to promote children's healthy eating and lifestyles. For example, children are provided with a nutritious snack menu and given choices about their food intake. Staff recently asked for children's favourite snack choices and this allows children to make positive choices in their food. Furthermore, children are encouraged to bring in healthy packed lunches for their lunchtime club and discuss their choices with friends. Staff take positive measures to settle children easily. For example, children that are starting the pre-school in September have been introduced to the setting in order to get them to become familiar with the surroundings and staff. Additionally, information is gathered prior to children entering the pre-school. This allows staff to provide individualised learning very quickly once children start in the pre-school.

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

The management team have a good understanding of their legal responsibility to safeguard children. They also have a good understanding of notifying Ofsted of any events or changes. Robust risk assessments are completed on a daily basis and this ensures that appropriate checks to the premises are undertaken before children enter the pre-school.

Additionally, the outdoor environment is cleared prior to children having access to it, this ensures the safety of this area and allows children to play and explore freely. Staff demonstrate a commitment to protecting children and ensuring their understanding is up to date. For example, staff have recently attended child protection training in conjunction with the staff from the school. Staff supervise children effectively in order to protect them and allow them to play and explore. For example, as children move freely between the indoor and outdoor environment, staff follow them in order to maintain high levels of supervision. Stringent checks are undertaken on all new staff and this ensures that only suitable adults have access to children. Furthermore, the manager has undertaken safer recruitment training in order to further her understanding. Thorough policies and procedures are understood by all the staff and this helps to protect children.

There is a consistent strive from the management and staff team to improve the overall quality of the provision. For example, following a recent incident the procedures for entering and leaving the premises at the beginning and the end of the sessions have been altered. This has resulted in even more stringent checks to ensure that the premises remain safe and secure. This demonstrates the staff ability to reflect on practice and implement appropriate improvements. The manager undertakes regular peer-on-peer observations with the staff. This ensures that the staff reflect on the quality of their teaching and make some adjustments when required. Furthermore, this monitoring ensures there is a wide range of imaginative experiences for the children across the seven areas of learning. The staff team are highly qualified. This ensures that there is a high quality of teaching throughout the pre-school. As a result, all children make good progress in relation to their starting points. The regular training that staff undertake ensures that their knowledge and understanding is kept up to date. This has a positive effect on the overall quality of the provision.

Positive partnerships with parents have been developed and this ensures that staff are able to meet children's individual needs. Furthermore, effective partnerships with local school enable the staff to successfully plan for children's transitions. For example, on a weekly basis there is an open environment to the Reception classroom. This allows the children to become familiar with their surroundings and the class teacher. Additionally, the staff are working with the class teacher to ensure their assessments are accurate and informative as the children enter their Reception year. As a result, staff have developed their strategies for assessment to ensure their suitability. Furthermore, staff work closely with various workers to support children with special educational needs and/or disabilities. For example, individual educational plans are developed working collaboratively with parents and educational specialists. This means that activities are tailored to children's individual educational needs.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY355723
Local authority	Northamptonshire
Inspection number	980814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	34
Name of provider	Stanion Pre-School Committee
Date of previous inspection	20/01/2009
Telephone number	07971079499

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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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