

Bugbrooke Village Hall Pre-school

The Village Hall, High Street, BUGBROOKE, Northamptonshire, NN7 3PA

Inspection date

24/09/2014

Previous inspection date

26/06/2009

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

- Children make good progress in their learning and development given their starting points and capabilities. This is because the quality of teaching is consistently good and staff use assessments of the children to plan suitably challenging activities.
- Children and their families are warmly welcomed into this friendly and caring environment. This helps children to feel safe and secure, which supports their emotional well-being.
- Children are safeguarded because management and staff fully understand their roles and responsibilities in relation to child protection procedures in the event of a concern about a child in their care.
- Successful partnerships with parents results in an integrated approach to children's care, learning and development. This is because all adults share purposeful information, which ensures children's individual needs and ongoing development continues to be met.

It is not yet outstanding because

- The organisation of story time is not always fully effective in meeting the needs of the younger children. As a result, learning opportunities are not always fully optimised.
- The staff's teaching capacities are not always fully maximised in the outdoor area because they occasionally spend time constantly scanning the large area to ensure the children's safety and well-being is maintained.

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 conducted a tour of the premises during the inspection.
- The inspector observed activities in main room, the entrance area and the outside learning environment.
- The inspector conducted a joint observation with the deputy.
- The inspector held meetings with the supervisor, the nominated representative of the pre-school committee and the business manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Ann Austen

Full report

Information about the setting

Bugbrooke Village Hall Pre-school opened in 1979 and is on the Early Years Register. It operates from the village hall and has the use of the whole building including the two rooms, toilets, kitchen and garden. The pre-school provides care for children from the local area and surrounding villages. The pre-school employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above, including one member of staff with Early Years Professional status. The pre-school opens Monday to Friday during term time only. Morning sessions run from 9am to 11.30am and afternoon sessions run from 12.45pm to 3.15pm; with the exception of Monday afternoon when the pre-school is closed. A lunch club is runs every day from 11.30am to 12.45pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- enhance the organisation of story time sessions to ensure the needs of all children are met
- maximise opportunities to fully support and extend children's learning when they are using the outdoor area.

Inspection judgements

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

Children make good progress in their learning and development because staff provide them with a wide range of activities and play experience that promote all areas of learning. They demonstrate an eagerness to learn, which effectively supports them as they move on to school. Children seek out their friends to share experiences, which fosters their social development well. For example, older children freely chat to each other as they play at the water tray and the role-play area. Staff fully understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. They successfully create an indoor and outdoor environment which enables children to explore and initiate their own play and ideas. For example, children use their imaginations and develop their hand-to-eye coordination as they scoop and pour water and mud into metal trays as they pretend to make cakes in the outdoor mud kitchen. Additionally, children independently select pencils, stencils and stampers at the writing station. As a result, younger children make marks on paper and

older children practice their letter formation, which supports their literacy development.

Staff interactions are consistently positive and cheery. They observe and assess children as they play and use this information effectively to enhance their teaching and to plan further challenging activities based on the children's next steps and interests. For example, staff encourage and support children to solve problems as they complete puzzles and introduce concepts, such as, heavy, light, big and small. As a result, children persevere. Additionally, staff broaden children's range of experiences and knowledge of the world around them. For example, children enjoy trips to a Forest school and participate in harvest festival celebrations at the local church. Furthermore, children visit the local post office and enjoy walks around the community. Staff successfully develop children's language for communication through their ongoing discussions and interactions. As a result, younger children's are developing the confidence to express their own needs and older children use language to describe what they are doing. For example, older children talk about the cars they are mending and recall experiences from home. Additionally, children sing songs and rhymes, which fosters further language development. Children enjoy listening to stories read by the staff. However, occasionally the size of the group and the length and complexity of the story is inappropriate for the youngest children. As a result, their attention is lost, which minimises learning opportunities. Children enjoy playing in the very large outdoor garden. For example, children plant and harvest vegetables, develop their balancing skills on the wooden play equipment and pretend they are in a pirate boat as they swing high in the air. However, occasionally the staff's teaching capacities are not fully maximised. This is because they spend time scanning the environment to ensure the children's safety is maintained.

Staff successfully engage parents in their child's learning and development and communication throughout the pre-school is good. Parents are actively encouraged to contribute to initial assessments of their children's achievements and starting points on entry. Staff subsequently use this information to settle children and to plan their future learning based on their individual needs. Parents receive regular updates on their child's progress, can talk to their child's key person daily and are invited to consultation evenings. Additionally, parents receive a written summary of their child's development across the seven areas of learning during the school year. Parents are actively encouraged to support and to share information about their child's ongoing learning at home. This information is, subsequently, used to further enhance the planning of activities. Additionally, staff complete the progress check for children between the ages of two and three years, so that she is aware of their progress at this stage.

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

Children and their families are warmly welcomed into this friendly and caring environment. This is further enhanced by the effective implementation of the key-person system, which provides consistency for the child and their parents. As a result, staff know the children well and as a result they form meaningful relationships and strong emotional attachments. Children new to the setting happily seek comfort from familiar staff and all children naturally include the staff in their play. For example, children enthusiastically play board games with staff. In addition, all children display a sense of security as they confidently

move around the identified play areas selecting the resources they want to play with. Children's individual needs are thoroughly known because staff take time to find out about each child's needs, background and culture. This approach ensures the transition from home to pre-school is smooth. Additionally, staff understand the importance of emotionally preparing and supporting older children as they move onto into Reception class at school. For example, staff encourage children to share their news at group time and learn to link sounds to letters, which supports their early phonic awareness. In addition, staff support children to develop effective personal hygiene routines, such as washing their hands after using the toilet and to independently dress for outdoor play.

Staff create a safe, stimulating and well-resourced environment, which supports children's all-round development and emotional well-being. Additionally, children have an individual coat pegs and drawers, which successfully supports children's sense of belonging. Staff are appropriately deployed and know how to deal with safeguarding issues, in order to ensure the children's ongoing well-being. Furthermore, they develop children's awareness of safety and how to stay safe. For example, children learn how to cross the road safely during outings around the local community and why they must not run in front of the swings. Additionally, staff support children to take safe risks as they access more challenging physical play equipment in the garden. Accurate records are maintained of any accidents or any medicines administered. Staff act as positive role models and encourage children to develop the habits and behaviour appropriate to good learners, and to take account of their own needs, and those of others. For example, children learn to share and take turns and why it is important to use kind hands and kind words. Furthermore, staff regularly praise the children for their efforts and achievements, which boosts their confidence and self-esteem.

Staff promote children's healthy life styles which successfully contributes towards their continuing good health and well-being. All children have regular access to the outdoors for fresh air and exercise. For example, children enthusiastically manoeuvre wheeled toys and kick footballs into the goal, cheering when they score a goal. Staff members are clear about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Healthy snack options are provided and snack and meal time provides opportunities for social development. Additionally, staff successfully use this time to encourage good manners and to further develop the children's self-care skills. For example, children learn to pour their own drinks and independently select their snack preferences.

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

Children are safeguarded because the staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are caring and vigilant and have a clear understanding of the action to take should they have any concerns. The designated person has attended appropriate training and procedures to follow are displayed in the pre-school room for easy reference. Recruitment procedures are secure, which ensures only those suited to

working at the pre-school are selected alongside being appropriate for their roles. For example, references are taken up prior to staff beginning at the pre-school and a record of their individual Disclosure and Barring Service checks are maintained. Additionally, new members of staff follow a secure induction procedure. Detailed risk assessments are regularly reviewed and adapted, as and when required and daily checks are made. This means that potential hazards are swiftly identified and dealt with immediately. As a result, children are kept safe. Additionally, the security of the premises prevents intruders entering the premises. Visitors are asked to provide full identification and an appropriate record of visitors is kept and the times of their arrival and departure is recorded.

The management committee, pre-school supervisor and staff demonstrate that they continue to be committed to the continual improvement of the overall quality of the provision. This is because they use self-evaluation and reflective practice to ensure that the pre-school is consistently striving to improve. Consequently, targets are set for ongoing improvements that are in place. For example, the management team plans to develop the garden area. Additionally, the recommendations raised at the last inspection have been met. The supervisor effectively monitors the delivery of the educational programmes. She regularly discusses the children's progress with each child's key person to ensure their next steps are clearly identified across all areas of their learning and development. In addition, the supervisor uses cohort tracking documents to monitor children's progress and any gaps in the delivery in the educational programmes. This has been effective in identifying that children were not progressing as quickly in mathematics as they were in the other areas of learning. As a result, improvements to the delivery of the mathematics programme have been made. For example, a designated mathematics area has been set up and staff received coaching to ensure this area is also covered during the children's spontaneous play. Staff are appropriately qualified for their roles and have a good understanding of the developmental needs of the children attended. This ensures they make good progress. Performance management procedures, including the supervision of staff are in place. For example, several members of staff are attending training courses to obtain additional qualifications.

Parental involvement in the pre-school is actively encouraged. For example, parents attend events, such as, picnics in the garden, tea with Santa, sports day and summer trips. Additionally, parents and grandparents are welcome to attend designated sessions where they are able to complete activities alongside their children. This effectively supports parents' awareness of what children are learning from the activities provided. Parents receive a good range of information about the organisation of the pre-school at the start of the placement and useful information is displayed on the noticeboards. For example, information is displayed about the importance of a healthy diet. This also provides opportunities for parents to learn for themselves what benefits children gain from the activities provided. Parents are very complimentary about the care and learning provided. Staff form effective partnerships with other providers, such as the local primary school and external agencies. This successfully supports children's ongoing development and progress, including children with special educational needs and/or disabilities. For example, staff work alongside health care professionals and children met the Reception class teachers at the local school. This enables children to develop their confidence and begin to form new relationships with other adults. Additionally, information about the children's care and learning needs is exchanged in order to provide continuity in the

children's ongoing learning and development.

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	220237
Local authority	Northamptonshire
Inspection number	871271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Bugbrooke Village Hall Pre-school Committee
Date of previous inspection	26/06/2009
Telephone number	01604 832347

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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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