

Queen Eleanor Pre-School

Geddington Village Hall, Queen Street, GEDDINGTON, Northants, NN14 1AZ

Inspection date

20/11/2014

Previous inspection date

10/02/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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 rapid progress given their starting points and capabilities. Accurate assessment of children's progress is used exceptionally well to inform planning for their next steps in learning and reflects their individual needs and interests.
- Staff have a sound understanding of their role in protecting children from harm and safeguarding arrangements are extremely strong. Consequently, children are cared for in a safe and secure environment.
- Children quickly establish warm and trusting relationships with staff. As a result of these strong attachments, children settle well and become confident learners.
- Partnerships with parents and other professionals are extremely well established. As a result, children benefit from a collaborative approach in their learning and development.
- Leadership is exceptional. The vision to provide excellent opportunities for all children to achieve their best potential is shared by all staff.
- The providers are committed to continuously developing practice and support staff to gain professional qualifications and appropriate training. This is because they are relentless in their endeavour to ensure that every child can achieve their full potential.

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 observed activities in the main pre-school room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and the children throughout the inspection, when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Gail Warnes

Full report

Information about the setting

Queen Eleanor Pre-School was registered in August 2008 and is privately owned. It operates from either the main hall or the little room at the Village Hall in Geddington, Northamptonshire. The pre-school is registered on the Early Years Register and provides early years funded education for eligible two-, three- and four-year-old children. It is open each week day, during term time only, and provides sessions from 9am to 12 noon. There are currently 20 children on roll, all of whom are in the early years age range. There are four members of staff, of whom, two hold early years qualifications at level 4, one at level 3 and one at level 2. There is also an enclosed outdoor play area.

What the setting needs to do to improve further

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

- build on the already very good use of information and communication technology to extend children's regular access to computer programmes.

Inspection judgements

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

The quality of teaching is outstanding. Children make rapid progress given their starting points and capabilities. This is because staff have a superb understanding of how children learn and develop. Practice is extremely child-led, as staff support children's learning very effectively by following their individual interests. Staff are very enthusiastic and highly motivated as they join in with children's play. Children enjoy playing outside, drawing with chalk on the ground. They invite a member of staff to draw with them. The member of staff draws around her own foot, and then invites the children to step into the outline of her foot to compare whose foot is biggest. Children respond enthusiastically and demonstrate their understanding of the mathematical concept of size and measurement. This demonstrates staff's inspiring teaching skills and ensures that children show high levels of engagement. Staff skilfully support children to develop problem-solving skills. For example, during the inspection, a group of children were riding bikes and gradually moved closer to the toy kitchen where another group of children were playing with water. The member of staff skilfully supported the children to combine both activities. As a result of such inspired and thoughtful support, children develop their play to take account of one another's ideas and learn to play cooperatively. There is a clear system to evidence, monitor and track children's learning through effective and accurate observations and assessments. This means key persons have a clear knowledge and understanding of children's individual learning needs. This information is used to inform planning to precisely match activities to children's specific learning needs. Children make rapid development in their communication and language development. This is because staff interact with children at every opportunity, and ensure children have sufficient time to

think and formulate their responses. Staff demonstrate an acute understanding of how children acquire language skills, and are highly effective in modelling language at every opportunity. Consequently, children display the characteristics of effective learners, and make consistently good, and at times, rapid progress.

The environment is rich in the written word and the recent introduction of a phonics session with older children is proving to be most successful. Children are enthusiastic and eager to participate in the sound of the week session. They are encouraged to bring in an item from home which starts with the letter sound of the week. This begins a short session where the sound is explored. The effects are heard throughout the session, as children notice and match written letters in the environment and sound them out excitedly with their friends. Staff conduct a highly effective registration session with the children. It includes singing and learning about everyday concepts, such as the days of the week and seasons of the year. Children sit together with the staff, and eagerly join in. This sense of belonging and participating together supports their personal, social and emotional development extremely well. Children are given the opportunity to share experiences from home with the staff and the other children. This greatly supports their speaking skills, and their self-confidence. The pre-school has established pen pal links with other pre-schools around the country. In this way, the children share what they like about their pre-school with other children, and learn about pre-schools which are different to their own, such as city pre-schools. In addition to learning about some different cultural practices, children develop a great awareness of their individuality and that of others. This begins to develop an understanding and tolerance of each other's differences and prepares them well for the diverse society in which they live.

Parents' involvement in their children's learning is a key strength of this pre-school. Parents spoken to feel very well informed of their children's progress through a variety of ways. Next steps in learning are shared with parents each term through a termly report, and staff are very approachable to discuss children's progress with parents on a daily basis. Parents' contributions are highly valued and play an important part in staff gaining an accurate picture of children's all-round development. For instance, parents are invited to contribute observations of children's learning at home to the learning tree which is available each day in the reception area. Additionally, parents may contribute their own observations and comments to their child's learning record. Staff are passionate about supporting parents, as well as the children, and invite parents in as helpers at every opportunity.

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

The key-person system is strong, well established and provides maximum benefit to both the children and their families developing positive all-round relationships. Parents comment that staff are extremely supportive, especially during settling-in times. These procedures are fluid, extremely adaptable and highly successful in ensuring that each child's unique requirements are met. This is because staff completely understand the need for children to feel safe, secure and confident before they show an eagerness and readiness to learn. As a result, children's emotional well-being is superbly supported.

Children independently follow good hygiene routines, for instance, washing their hands after painting. Children's intimate needs are sensitively met, and staff support children's growing independence in self-care routines. An enticing variety of snacks is available, and opportunities are provided for children to chop fruit and spread butter for themselves. Staff sit with the children at snack time and they chat together easily about the food and what they like to eat at home. Staff seize this opportunity to discuss healthy food choices. Healthy lifestyles are promoted well, as children have daily access to the outdoor area, where both vigorous and more sedate activities may be chosen. Children enjoy growing fruits and vegetables in the garden with the staff, and begin to understand where food comes from. Regular trips to the local woods and shops additionally reflect the health benefits of being outside, while learning about their local community. Such outings also offer the opportunity to teach children about road safety and how to look after themselves and each other.

The environment is stimulating, friendly and well resourced. All resources are provided at low level which supports children's flow of ideas in their play. Staff also provide a book which displays pictures of the many resources which are too numerous to have out on a daily basis. This supports children's choice and ensures all children know what is available. Children's behaviour is managed exceptionally well. There are clear expectations, which staff calmly set out, getting down to children's level to explain the boundaries. The focus is one of mutual trust and respect. Children's efforts and achievements are frequently praised. As a result, children become confident and sociable. Children are extremely well prepared for school. Staff maintain excellent relationships with the local school, teachers are all invited to the pre-school to meet the children. This means teachers visit the children in familiar surroundings and develop an awareness of their individual learning styles and needs prior to starting at the new setting. This successfully supports children's well-being as they adapt to times of change.

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

Safeguarding arrangements are extremely strong. Staff demonstrate a firm understanding of their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and as a result, children are cared for in a safe and secure environment. Sampled documentation and records are meticulously maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The providers are committed to driving excellence in every aspect of the pre-school to ensure children have the best opportunities to achieve their full potential. They demonstrate an excellent understanding of how children learn and develop. Consequently, assessments of teaching practice and the educational programmes are highly effective and promote the rapid progress children make. Any gaps in children's progress are identified quickly, and appropriate interventions sought. This means any gaps in progress are closed quickly, and children make good and often rapid progress. The providers demonstrate

high expectations of the staff to ensure children's needs are fully met. Training opportunities are identified to enhance the quality of teaching, and there is a clear programme of professional development established. Staff ensure any training they undertake is fully shared with other team members, which means all staff benefit, and develop their practice to improve the provision. For instance, staff have developed a sound of the week activity, which supports children's growing understanding of letters and sounds. This has greatly increased older children's familiarity with phonic letter sounds, and is supporting their continued learning at school. The success of this strategy is demonstrated through positive feedback, to this effect, from the school. The providers encourage staff to pursue professional qualifications, and are attentive to their own continuous professional development to constantly improve the provision.

Self-evaluation is accurate and reflects the views of staff, parents and the children. The providers are clear about plans for the pre-school's future, focusing on extending the outdoor provision and exploring ways to enhance opportunities to extend the use of information and communication technology. Partnerships with parents and other providers are extremely strong and effective. This means that all adults involved in children's lives collaborate to provide continuity and use every opportunity for children to achieve their best potential. Feedback from parents is overwhelmingly positive. Parents typically comment that their children are happy, make very good progress and are well prepared for school, when the time comes. This is an excellent, friendly pre-school, where the children receive a positive early years experience which lays a solid foundation upon which to support their future 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	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	EY380450
Local authority	Northamptonshire
Inspection number	849782
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	20
Name of provider	Queen Eleanor Pre-School Partnership
Date of previous inspection	10/02/2009
Telephone number	07804 332 954

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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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