

# Blisworth Pre-School

Village Hall Stoke Road, Blisworth, Northampton, Northamptonshire, NN7 3BZ



## Inspection date

27 January 2015

## Previous inspection date

6 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of children's interests and learning needs as they observe, assess and plan for the next steps in their learning. The quality of teaching is good as staff ensure that activities provide appropriate challenge to encourage children's development so they make good progress.
- Children form strong relationships with staff who care for them and interaction is good. Children benefit from plenty of fresh air each day as they freely access the outdoor play area.
- Children's behaviour is good as staff remind them what is expected. Children receive lots of praise and encouragement, which builds their confidence and self-esteem.
- Children are safeguarded because the staff team are aware of their responsibilities should they have a concern about a child in their care.
- The manager and her staff actively seek the views of parents about the service they receive. This helps to identify strengths and areas for development, in order to continually improve what is provided.
- Partnerships with parents and carers are good. Staff spend time getting to know the children, their families and their individual needs during a gradual introduction into pre-school. This enables staff to incorporate their care needs effectively into their day.

### It is not yet outstanding because:

- Children do not have the opportunity to continue their understanding of the written word and numbers in the outdoor environment.

## What the setting needs to do to improve further

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

- increase opportunities for children to continue their understanding of the written word and numbers within the outdoor learning environment, through the use of signs and labels.

## Inspection activities

- The inspector observed activities in both the indoor and outdoor learning environments.
- The inspector spent time with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of suitability of all members of staff, their qualifications and the provider's processes for self-evaluation.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

## Inspector

Tracey Boland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their knowledge of how children learn to effectively observe, assess and plan effectively for their individual developmental needs. As a result, children make good progress. Parents share information from home and discuss their child's day, which enables them to be involved in their child's learning. Resources are well organised and children can access them freely, making their own choices with regard to play, which supports their independence skills. Children's communication and language skills continually develop as staff use good questioning skills. Children are encouraged to think and recall and are given time to think of their response. This supports children in preparation for the move to school. Children see numbers and letters in the indoor environment and displays of their work are supported with labels and signs. However, this does not extend into the outdoor environment. Staff support children who speak English as an additional language, finding out key words which are then used within the indoor environment.

### **The contribution of the early years provision to the well-being of children is good**

Relationships between the staff and children are strong. Staff are kind and caring towards the children and good bonds of attachment have been made. Good settling-in procedures encourage children to feel safe and secure. Time spent talking to parents ensure their child's needs and preferences are well known. Behaviour is good. Staff are calm and consistent towards children, who respond well to requests made of them. Children's confidence and self-esteem grow through the praise and encouragement they receive. Children have many opportunities to be physically active both indoors and outside. They enjoy using large equipment which helps build their physical skills and gain good control and coordination on balancing beams. Children follow good personal hygiene routines throughout the day. Snacks consist of various fresh fruits, water and milk to promote children's awareness of healthy eating.

### **The effectiveness of the leadership and management of the early years provision is good**

Management and staff have a good understanding of their responsibilities with regard to any child protection concerns. Secure routines are followed for the safe recruitment of staff, and all relevant checks are completed to ensure staff are safe to work with children. Appraisals are used effectively and staff keep their knowledge of current best practice and changes to legislation up to date through training courses and daily discussion. This includes their responsibility with regard to the progress check when children are aged between two and three years. Self-evaluation identifies key strengths and areas to develop within the pre-school, and staff actively seek the views and opinions of parents. Effective procedures are in place to monitor the educational programmes to ensure children's needs are appropriately identified and met. Parents speak positively of the care provided and are happy that their children enjoy attending the pre-school and with the progress they are making in their learning.

## Setting details

<b>Unique reference number</b>	220219
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	965230
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Blisworth Pre-School Playgroup Committee
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	0780 3662433

Blisworth Pre-School opened in 1971 and operates from the village hall in Blisworth. Sessions are from 9am until 12noon on Mondays and Fridays, with a lunchtime club until 1pm on Tuesdays, Wednesdays and Thursdays. The setting opens during term time only. It provides funded early education for three- and four-year-old children. The setting employs six members of childcare staff, three of whom hold appropriate early years qualifications at level 3.

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