

Sywell and Overstone Pre-School



Bellman Office, Bellman Gate, Holcot Lane, Sywell, NORTHAMPTON, NN6 0BL

Inspection date 10 February 2015
Previous inspection date 11 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan a wide variety of activities and learning opportunities which encourage children to make good progress from their starting points.
- Children's language and communication skills are well promoted as staff constantly engage in meaningful discussions with them.
- The pre-school staff demonstrate some excellent strategies to engage parents in their children's learning both in the setting and at home. This shared approach contributes to the progress that children make.
- Children are welcomed into a warm, friendly pre-school, where they are valued and included. They develop strong attachments and relationships with adults and each other.
- The manager and the committee work effectively together to ensure that children are safe, secure and protected from harm.
- The manager monitors the educational programmes and children's progress well and ensures staff are supported in their professional development.
- The manager evaluates her practice carefully, taking into account the views of children, their families, staff and other professionals to promote ongoing improvement.

It is not yet outstanding because:

- Children are not easily able to access mark making materials to use during free play activities throughout the indoor and outside environment.
- The already good use of pictures and images is not used effectively to support children in identifying what they would like to play with.

What the setting needs to do to improve further

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

- enable children to access mark making opportunities throughout the setting, for example, by providing clipboards in the outside area and shopping lists in the home corner
- extend the already good use of pictures and images to support children in identifying what they would like to play with, for example, by creating a catalogue of resources.

Inspection activities

- The inspector observed children in all the play areas, including the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Ann Lee

Inspection findings

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

The quality of teaching is good. Staff are experienced and enthusiastically play alongside children. Children are supported to look at pictures and discuss stories that are being read to them. They are encouraged to consider their own ideas of how the story may end. Children enjoy pouring paint into mud and watching the texture and colour change. During group activities, children develop their physical and imaginative skills by stomping around the room like dinosaurs. However, children's access to mark making opportunities is not constantly available throughout the setting. Staff develop a good knowledge of children's interests and their preferred learning styles. This, together with well-written observations, help staff to plan effectively for next steps in children's learning. As a result, children are developing the skills for the next stage in their learning or move to school. Children's progress is accurately assessed and any gaps in their learning quickly identified so that additional support can be implemented.

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

Staff offer children and their families wonderful caring opportunities to become settled with ongoing support and reassurance. As a result, children demonstrate that they are confident and relaxed in this homely and well-resourced environment. Staff ensure that children are emotionally prepared for school. Reception teachers from all feeder schools are invited for visits to meet with the children. Children learn how to develop independence skills as staff spend time encouraging them to put on their own coats and shoes when playing in the outside area. The setting is considering extending the already good use of pictures and images to support children in identifying what they would like to play with, for example, by creating a catalogue of resources. Clear and consistent boundaries together with sensitive reminders ensure that children's behaviour is consistently good. Children have access to the outdoors on a daily basis and learn how to challenge themselves physically and to take calculated risks. Staff talk to children about keeping their bodies fit and healthy and remind them when they need to wash away the germs from their hands.

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

The manager and committee of the pre-school work very effectively together, ensuring that they have a committed team of staff with shared values. There are good and robust procedures in place for recruiting new staff. For example, the manager follows up references from previous employers and discusses gaps in employment. Detailed job descriptions ensure that staff are aware of their roles and responsibilities. Regular staff meetings, training, supervision and appraisals ensure that staff are actively involved in the efficient running of the setting. Effective delegation of roles means that all staff member's individual skills are respected. Parents spoken to on the day stated that they are exceptionally happy with the care and the progress that their children make.

Setting details

Unique reference number	EY440798
Local authority	Northamptonshire
Inspection number	854084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	45
Name of provider	Sywell and Overstone Pre-School Committee
Date of previous inspection	11 July 2012
Telephone number	01604670933

Sywell and Overstone Pre-School first registered in 1970 and re-registered in 2012. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications, including one who holds Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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