

Potterspury Pre School Playgroup

John Hellins Primary School, High Street, Potterspury, TOWCESTER,
Northamptonshire, NN12 7PG



Inspection date	9 March 2015
Previous inspection date	21 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Ofsted has not been notified of changes to the committee. This compromises the effective management of the pre-school.
- Staff do not always provide older, more able children with a wide range of well-planned activities that challenge and interest them. As a result, children's interest is not always sustained and their behaviour deteriorates, which affects their learning.
- Staff do not always provide a wide range of activities and resources to captivate and stimulate children's play and ideas in the outdoor area.

It has the following strengths

- Children form close attachments and relationships with the staff. This successfully promotes their emotional well-being and confidence.
- The environment is safe and secure. Management and staff recognise the signs and symptoms of abuse and knows how to respond if they have concerns.
- Children's language and literacy skills are suitably promoted. They listen to stories with increasing attention, join in familiar phrases and use language and pictorial images to describe what they see.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the range of activities and resources available to older children so they more closely match their learning needs and provide them with consistently challenging and motivating experiences so that they make good progress.

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

- enhance children's outdoor learning, for example, by extending the range of activities and accessible resources to enable all children to fully express and extend their own play and ideas.

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of changes of circumstances as soon as they occur and no later than 14 working days after the changes occur (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body, such as committee members (compulsory part of the Childcare Register)
- ensure Ofsted is informed of changes of circumstances as soon as they occur and no later than 14 working days after the changes occur (voluntary part of the Childcare Register).

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed activities in the main playroom and outdoor area.
- The inspector held meetings with the manager.
- The inspector spoke with children and the staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have a suitable understanding of the learning and development requirements. However, they do not always provide older, more able children with a wide range of well-planned activities to reflect their individual learning needs. This is particularly apparent in the outdoor area where many children choose to spend their time. For example, an obstacle course is too easy for older children and staff make limited attempts to challenge their existing physical skills. Additionally, staff do not always provide a wide range of alternative activities and resources to support children's learning while playing outside. Consequently, older children's interest is not sustained and their behaviour deteriorates. This sometimes results in the staff merely supervising the children rather than becoming actively involved in their play and supporting their continual development. In spite of these weaknesses children enjoy their time at the pre-school and are developing appropriate skills in readiness for school. Staff encourage children to count and to solve problems as they complete puzzles. Older children are beginning to write their name and link letters to sounds. Younger children develop their hand-to-eye coordination as they learn to pour water from one container to another, smiling at their sense of achievement. Parents are encouraged to share information to support the initial assessment process and appropriate updates are provided about their child's progress.

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

Children and their families are warmly welcomed into this friendly pre-school. This is further enhanced by the implementation of the key-person system, which provides consistency for the child and their parents. Consequently, children are happy, settled and demonstrate that they feel emotionally secure. Additionally, staff understand the importance of emotionally preparing and supporting older children as they move on to Reception class at school. Reception teachers are encouraged to visit and staff talk positively to the children about the exciting experiences they will encounter. Staff support children to be kind to one another, to share and take turns. However, older children sometimes display overly boisterous behaviour because activities lack challenge. Children benefit from fresh air, physical exercise and nutritious snack options are provided. They independently choose their desired food options and pour themselves a drink.

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

Management and accountability arrangements are not secure. This is because Ofsted have not been informed of changes to the committee. Appropriate recruitment processes, including Disclosure and Barring Service checks, ensure that staff are safe to work with the children. The manager has recently revised, and is continuing to embed, supervision procedures to support staff's ongoing professional development. She evaluates practice, seeking the views of parents through questionnaires and discussion. In addition, the manager is beginning to use cohort tracking documents to analyse children's progress and any gaps in the delivery of the educational programmes.

Setting details

Unique reference number	219968
Local authority	Northamptonshire
Inspection number	871262
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	31
Name of provider	Potterspurpy Pre School Committee
Date of previous inspection	21 June 2012
Telephone number	07790 656616

Potterspurpy Pre School Playgroup was registered in 2000. The pre-school employs six members of childcare staff. Of these, four members of staff hold appropriate early years qualifications at level 3, including one member of staff with Early Years Professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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