

Long Buckby Pre-School

Baptist Church Schoolrooms, Market Square, Long Buckby, Northamptonshire, NN6 7RR



Inspection date

5 March 2015

Previous inspection date

3 May 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:

- The quality of teaching is variable. Activities are not matched well enough to the children's needs. Therefore, children do not always make the best possible progress or are prepared effectively for school.
- New systems for recording and reviewing progress are not yet fully embedded. As a result, staff do not always plan activities that challenge children or focus on closing the achievement gap between different groups of children.
- Training opportunities for staff do not focus enough on improving the quality of teaching.
- The children do not have daily access to the outdoors. Therefore, children who learn best outdoors are not having their individual needs and interests planned for effectively.

It has the following strengths

- The staff, manager and pre-school committee have an understanding of how to protect and safeguard children. They are aware of the signs of abuse and know what to do if they have concerns about a child's well-being.
- The children are happy and engaged in the pre-school. Staff engage in the children's play and their interactions with the children are positive.
- The manager and pre-school committee aspire to improve the pre-school and have plans in place to overcome the weaknesses for better outcomes for the children.
- The pre-school is well regarded within the local community and opportunities for the children to take an active part in village life are embedded.

What the setting needs to do to improve further

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

- improve the quality of teaching by planning activities that extend children's learning further and take into account the children's different abilities
- ensure training and development opportunities for staff focus more closely on improving the weaknesses identified in the quality of teaching
- ensure the children have their daily entitlement to outdoors provision to enhance the children's learning experiences and to cater for those children who learn best outdoors.

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

- embed the assessment overview to identify areas for staff supervision, training and support, and to implement timely interventions that rapidly close gaps in children's learning.

Inspection activities

- The inspector checked for evidence of suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to staff and children indoors and outdoors.
- The inspector held meetings throughout the inspection with the manager, and looked at and discussed a range of policies and procedures. She carried out a joint observation with the manager and discussed the pre-schools self-evaluation process.
- The inspector took into account the views of the parents spoken to on the day.
- The inspector looked at a selection of children's assessment files and discussed their progress with their key person.

Inspector

Tanya Bill

Inspection findings

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

The quality of teaching is variable. Staff complete observations on children to assess and monitor their progress. However, they do not always use this information effectively to plan children's future learning and prepare them effectively for school. Staff do not always take into account the children's individual next steps when planning their weekly topic and carrying out adult-led activities. As a result, activities are not always sufficiently challenging and children make satisfactory progress rather than good progress in their learning. The staff provide a broad range of activities to promote children's development across all areas of learning. The staff take advantage of their close links with the local community and plan opportunities for the children to learn in different environments. For example, the children went to the local library to take part in a story-telling session as part of their World Book Day theme.

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

The staff are caring, approachable and engage well with the children. They spend most of their day down at the children's level playing and interacting with them. The indoor environment is safe and welcoming, with spacious zones for the children to move around in. The children have opportunities to select the resources they want to play with on the day and engage in their child-initiated play. However, the children do not consistently have daily outdoor opportunities for outdoor play and learning. As a result, the children's different learning styles are not being consistently catered for. The staff work closely with the parents when the children first start at the pre-school. They gather information about the children's interests and starting points in their learning. This results in the children settling quickly into the pre-school. The staff encourage the children to manage their own basic hygiene by washing their hands before snack, dinner and after visiting the toilet.

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

The manager and the pre-school committee work closely together and are driven to improve the pre-school. Their drive has led to an awareness for the need of peer to peer observations and monitoring the quality of assessments. The manager is new to her role and works alongside the staff. In the short time she has been in post she has identified areas where improvements need to be made. A system for monitoring the progress of different groups is one of them. However, as this is not yet fully established, identifying gaps in progress is not taking place. Therefore, this has an impact on planning appropriate activities and next steps for the children. The manager has already begun to send the staff on regular training. However, the training is focused on what the staff want to do, rather than what the pre-school needs them to do to improve the children's achievements. The manager and staff meet regularly with parents to discuss and agree their child's targets. This means parents are suitably supported to help continue their learning at home.

Setting details

Unique reference number	220210
Local authority	Northamptonshire
Inspection number	865860
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	58
Name of provider	Long Buckby Pre-School Committee
Date of previous inspection	3 May 2012
Telephone number	01327 842587

Long Buckby Pre-School is a committee run group and was registered in 1971. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3, including two with Early Years Professional status or Qualified Teacher Status. The pre-school opens from 9am to 12 noon, Monday to Friday, and 12 noon until 3pm on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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