

Otterburn Pre-School

Otterburn County First School, Otterburn, Newcastle upon Tyne, Tyne and Wear,
NE19 1JF



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| Inspection date | 19 March 2015 |
| Previous inspection date | 10 December 2009 |

| 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 have very good knowledge of children's individual learning and development needs. Good arrangements are in place to regularly assess and monitor their progress.
- Children with special educational needs and/or disabilities are very well supported through well-established partnerships with parents and external agencies and services. The manager has been proactive in accessing training in order to develop specialised knowledge. This information is used extremely well to help children make good progress, based on their individual starting points.
- High priority is given to keeping children safe. Staff have good awareness of how to act upon any concerns they may have regarding a child's well-being. The premises are thoroughly checked for hazards and all doors are locked throughout each session.
- Children have access to a large, stimulating outdoor environment. This area is well used by staff to support children's all-round development.
- Children receive a warm welcome at this friendly pre-school where their individual rates of development are respected and supported.

It is not yet outstanding because:

- Some activities to help younger children learn about letters and sounds exceed their experiences and levels of understanding.
- Occasionally, activities carried out at large group time are too long and not sufficiently focused on ensuring that the youngest children extend their listening and attention skills.

What the setting needs to do to improve further

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

- enhance the already good practice in teaching children about letters and sounds by always ensuring that activities take account of the children's prior learning experiences and levels of understanding
- strengthen good teaching even further by ensuring all activities delivered at large group time are sufficiently focused and give appropriate consideration to the length of time children are required to sit, in order for the youngest children to sustain and develop their listening and attention skills.

Inspection activities

- The inspector viewed all parts of the pre-school accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at and discussed self-evaluation with the manager and lead practitioner.
- The inspector observed teaching and learning activities in both the indoor and outdoor environments.
- The inspector carried out a meeting with the manager and lead practitioner of the pre-school and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Nicola Jones

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 consistently good. Staff are well qualified and use their knowledge effectively to promote young children's learning. Practice is particularly strong when staff encourage children to count and use numbers in the outdoor environment. For example, children use numbers beyond 10 when they count the number of shiny stones they have used to make pictures on the ground. As a result, they make good progress in their mathematical development. This prepares them very well with the skills they require for school. Staff plan a wide variety of adult-led activities for children to enjoy in a large group. This includes planned activities where children enjoy joint sessions with Reception children in the host school. However, occasionally sessions, such as welcome time, are too long and not sufficiently focused on developing the youngest children's listening and attention skills. Children enjoy activities where they recognise letters of the alphabet. Staff support older children well to think of objects beginning with certain letters. However, occasionally, some younger children are introduced to this activity before they are ready, which detracts from the purposefulness of it.

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

Staff provide high levels of care and supervise children very well. This enables children to display high levels of confidence and they are motivated to explore and try new experiences. Children are equally confident when they access the Reception classroom, in the host school, to enjoy shared experiences with the older children. This prepares children exceptionally well emotionally when they leave pre-school and move on to school. Independence skills are promoted well. Children put on their coats, access their own aprons for creative play and attend to their personal needs. Well-established routines mean children behave very well and are aware of expectations within the pre-school. For example, children know the importance of moving quietly to the bathroom area to avoid disrupting older children working in school.

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

The manager demonstrates strong understanding of the Early Years Foundation Stage. She maintains a good overview of the educational programmes, working alongside staff to reflect on the provision. This ensures activities take account of children's interests and stages of development. The manager is well supported by the lead practitioner to maintain an overview of children's progress. This ensures children receive correct intervention where required. Staff are supported to enhance the effectiveness of their teaching through regular observations and effective supervision arrangements. Partnerships with parents are very strong. Highly effective systems are in place to gather their views. For example, a parents' committee is in place. Information is used well in developing focused improvement plans. This has a positive impact on the provision and supports children's achievements further.

Setting details

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| Unique reference number | EY364598 |
| Local authority | Northumberland |
| Inspection number | 863817 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 17 |
| Name of provider | North Tynies Childcare Ltd |
| Date of previous inspection | 10 December 2009 |
| Telephone number | 01434 220 716 |

Otterburn Pre-School was registered in 2007. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3 and higher, including one with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 11.30am on Mondays, Wednesdays and Thursdays, and from 12.45pm until 3.15pm on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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