

# Braunston Pre-School

Braunston Village Centre, The Green, Braunston, Daventry, Northamptonshire, NN11 7HW



## Inspection date

20 March 2015

Previous inspection date

6 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff observe and assess children's level of achievement, obtain information from parents and plan effectively for individual learning. Children make good progress while they play in a stimulating environment.
- Staff have a good knowledge of local safeguarding procedures. They are aware of their responsibilities to protect children from abuse and neglect.
- Children's social and emotional needs are well met by staff. Their emotional security is initially addressed with a good settling-in procedure that is agreed with parents. Children are happy, sociable and confident learners. Staff members' relationships with children and their parents are very good, and parents share very positive views on the provision.
- Children's speaking skills and critical thinking are promoted well by staff. They give children time to think about how they want to respond when open-ended questions are asked.
- Staff use good teaching skills to support children's mathematical learning and literacy development. They do this through conversations with children and as part of daily routines.
- Leadership and management are effective in driving improvement. The provider, manager and staff demonstrate a commitment to reviewing the provision, to identify priorities that have a positive impact on children's achievements.

### It is not yet outstanding because:

- Staff practice is not maximised to ensure that germs are not passed from one child to another through hand washing routines at snack time.
- Opportunities for children to become aware of similarities and differences in society are not maximised to extend their knowledge of the wider world.

## What the setting needs to do to improve further

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

- review routines for washing hands before and after snack to consistently fully promote children's good health and to ensure that they learn best practice, in order to prevent germs from spreading
- extend opportunities for children to gain a greater awareness of similarities and differences in society, for example, by exploring a wider range of cultural traditions and religious events and experiences.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the nominated person of the pre-school committee and the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

### Inspector

Jan Burnet

## Inspection findings

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

Staff ensure that planning for learning is tailored to meet individual needs so that children make good progress in readiness for school. Teaching to promote language development is good and staff consistently encourage children to hear and say letter sounds. Children learn to recognise their names because they select name cards on arrival, and when they choose to sit at the table for a snack. Manipulative skills are good and pencil control is developing well. Children confidently name the shapes that they are using as templates when they draw. Staff encourage them to talk about what they are creating when they draw and paint. Older children are able to write their own names. Group times are organised well in accordance with children's different stages of development. A volunteer counts how many children are present in their group each day. Children explore a good variety of media and materials and enjoy access to a variety of role-play resources. Some of these reflect diversity in a positive way. However, learning about a full range of different cultures and traditions from around the world is not maximised, in order to enhance children's understanding of others.

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

Parents provide clear information about children's different needs, and these are met well by staff. Children's good health is promoted generally well because they are physically active each day. They learn to pedal and steer ride-on toys. Older children are able to balance well as they run and weave in and out of cones that have been set out by staff. Children eat healthy food and they manage their self-care needs. However, teaching with regard to how hygiene can contribute to good health is not maximised. This is because before and after their snack, all children wash their hands in the same bowl of soapy water. Consequently, staff do not fully consider and teach the ways that germs can be passed between children. Children's independence is promoted effectively, for example, as staff encourage them to put their own coats on before they play outside. Children behave well and play cooperatively. Staff boost their self-esteem and confidence because they continually acknowledge their efforts and achievements.

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

Staff are fully aware of their responsibilities with regard to supervising the children. Deployment of staff is good. Recruitment and selection procedures are clear and vetting procedures are thorough. Children's welfare is addressed because staff keep their first-aid and safeguarding knowledge up to date. The manager monitors the educational programme effectively. She observes staff members' practice and discusses their strengths and areas for development with them during supervision sessions. Peer-on-peer observations are proving successful to ensuring that highly qualified staff and those working towards a qualification work well as a team, to ensure a consistent approach to children's learning. The manager and staff review the provision in order to improve. A priority is to extend outdoor opportunities for children to learn about the natural world.

## Setting details

<b>Unique reference number</b>	219931
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	865825
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Braunston Pre School Committee
<b>Date of previous inspection</b>	6 December 2010
<b>Telephone number</b>	01788891891

Braunston Pre-School opened in 1975. It employs seven members of childcare staff. Of these, two are qualified at level 6 and three are qualified at level 3. The pre-school opens during term time only. Sessions are Monday to Friday from 9.05am until 12.05pm, except on Thursdays when there is an extended session until 12.35pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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