

Flore Pre-School

56 High Street, Flore, Northampton, Northamptonshire, NN7 4LW



Inspection date

29 April 2015

Previous inspection date

12 May 2011

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		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		Requires improvement	3
The setting meets 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 members of the committee. This compromises the effective management of the pre-school.
- The organisation of group time is not always effective in engaging younger children because the size of the group is too large. Consequently, staff are not always able to support the developmental needs of younger children and their attention is lost.

It has the following strengths

- Staff provide interesting and challenging experiences for children, based on precise assessments of their individual needs and interests. Consequently, all children make good progress in relationship to their starting points.
- Children and their families are warmly welcomed into this nurturing environment. They are included and valued. Consequently, children feel safe and secure, which successfully develops their confidence and supports their emotional well-being.
- Children's safety is paramount and staff are vigilant at all times. Staff fully understand their role in protecting children from abuse and neglect and the procedures to follow to keep them safe.
- Successful partnerships with parents, other providers and professionals results in an integrated approach to children's care, learning and development. As a result, staff support each child's unique needs well.

What the setting needs to do to improve further

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

- review the organisation of large-group activities to ensure they are presented effectively and enjoyably, enabling children to listen and concentrate according to their individual stage of development.

Inspection activities

- The inspector observed activities in the hall and adjoining outdoor area.
- The inspector held meetings with a representative of the committee and the joint managers.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other 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 is good

Children are developing the skills and capacity to learn in preparation for school. Staff become involved in children's play, interacting and encouraging their learning. They actively encourage younger children to explore the texture and colours of paint. As a result, children learn how to use the paint brushes and thoroughly enjoy the sensory experience of painting their hands and using them to make patterns on acrylic sheets. Older children draw recognisable pictures on the chalk board and are beginning to write their name. Staff ask probing questions to encourage older children to think and explain. For example, children are encouraged to think about what happens when they pour water through the funnels on the water wall. Staff encourage children to use language to share their experiences and discuss what they are making with the dough. They successfully introduce new vocabulary, such as 'crumbly' and 'squash', as children roll and manipulate dough. Children enthusiastically sing songs and are taught to differentiate between loud and soft sounds as they play musical instruments. They enjoy group activities. However, occasionally, these do not hold the attention of younger children.

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

Staff genuinely value children as individuals and nurture their care and development. Key-person relationships are strong and settling-in procedures successfully support new children to integrate into the group. Children confidently explore their surroundings, develop friendships and independently select their activities. They are emotionally well prepared for the next stage in their learning. Staff share photographs of the children's new environment and support them to make books about the transition from pre-school to school, which are taken home to share with their parents. Staff act as positive role models and effectively support children to manage their feelings and behaviour. Consequently, children are polite, friendly and learning to take turns and share. Children enjoy being physically active in the fresh air. They eagerly mix water and mud together and develop their balancing skills as they walk along the beam. Mealtimes are successfully used to promote the children's social development, sense of responsibility and self-care skills.

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

Management and accountability arrangements are not secure. This is because the provider has not informed Ofsted of changes to the committee. Procedures to recruit and induct new members of staff are appropriate. All adults, including committee members, are checked to determine their suitability, through Disclosure and Barring Service checks. There is a strong team ethos. Staff are well qualified for their roles and receive regular supervision. Their professional development is actively encouraged. As a result, children receive good-quality learning experiences. Furthermore, the manager successfully tracks children's learning to monitor their progress and any gaps in the educational programmes. Comments received from parents are very positive and complimentary regarding the care and learning provided.

Setting details

Unique reference number	220244
Local authority	Northamptonshire
Inspection number	864231
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	23
Name of provider	Flore Pre-School Committee
Date of previous inspection	12 May 2011
Telephone number	07415630093

Flore Pre-School was registered in 1992. The pre-school employs four members of childcare staff. All members of staff hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school opens on Monday and Thursday, from 8.30am to 3pm, and on Wednesday and Friday, from 8.30am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

