

Simon De Senlis Pre-School



Simon de Senlis Primary School, Hilldrop Road, Northampton, Northamptonshire, NN4 0PH

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| Inspection date | 7 May 2015 |
| Previous inspection date | 7 March 2011 |

| 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 a good understanding of how to teach children and they plan a broad range of activities that follow children's interests, which supports them to make good progress.
- Children's well-being is supported well. Staff work closely with the parents to ensure a consistent approach and that each child's care needs are met.
- Children are rapidly gaining in independence. They choose which activities they want to take part in and can move items around to enhance their experience. They serve themselves to food and drink at snack time.
- Children are ably supported to gain skills for their future learning when they move on to school. They ask questions and solve problems.
- Staff have a secure understanding of the procedures to follow in the event of safeguarding concerns. They know the children well and continue to keep their knowledge of safeguarding up to date through training and discussions.
- The staff work very well together. They are committed to continuing to improve their service and they identify well-targeted plans for the future of the pre-school.

It is not yet outstanding because:

- Occasionally during activities, including mark making and exploring, children's interests and learning are not always fully extended.
- The opportunities for children to play outside in a natural and wild environment are not maximised.

What the setting needs to do to improve further

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

- focus more precisely on always extending children's interest when they are working on a chosen task, for example, by supporting even more discussion when they are making marks and exploring the resources
- extend the already good opportunities for children to play outside, for example, by providing activities in a wild and natural environment.

Inspection activities

- The inspector observed activities in the playroom and the pre-school garden.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and two members of staff.
- The inspector looked at a range of documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working with the children.
- The inspector spoke with a number of parents and carers on the day of inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

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

Children make good progress in their learning because the staff team are skilled in their teaching. They know the children well and respond positively to their interests and requests. Children are able to explore and be curious. They enjoy selecting their own paint and mixing the colours, and they use tools, such as scissors and a dustpan and brush. Children thoroughly enjoy the staff's positive interaction with them and this supports their confidence to try new experiences. However, on occasion, staff do not always use opportunities that arise during activities to further extend this interest and learning. Children play outside in the garden every day. The garden has structured areas with an abundance of resources and activities. However, there are fewer opportunities for children to experience activities in a more wild and natural environment. Parents are fully involved in their children's learning. They are encouraged to provide regular information from home about their child's interests and progress, which is fully valued by the staff as they include this on the planning of activities for individual children.

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

Children clearly demonstrate that they feel safe and a sense of belonging in this friendly pre-school. They are able to settle in when they start attending because staff seek detailed information from their parents to ensure any specific needs can be met. Children are confident to ask for items they want, move freely between activities and initiate conversations with the staff. Children's behaviour is good because they are provided with fun activities that are planned for them and offer effective challenges which help to continue their progress. Staff are good role models; they show each child respect and listen to their ideas and suggestions. They support children to stay safe and develop positive attitudes to others through working together, sharing and taking turns. Children are learning about healthy lifestyles through discussions about choices for food, having regular drinks and enjoying activity outside.

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

The staff team are effective in ensuring that children are safe. Robust procedures are in place for the recruitment of suitable staff and ensuring their ongoing suitability. Staff are vigilant in their supervision and they take steps to minimise risks to children, such as monitoring the doors closely during arrival and departure times. Staff have a secure knowledge of the learning and development requirements. They respond to the different ways each child prefers to learn, such as ensuring an abundance of activities, both inside and outside. All staff have significantly increased their knowledge since the last inspection through gaining higher qualifications and this has a positive impact on their good planning, observation and assessment of children's learning. Staff have a very reflective approach and demonstrate a strong commitment to continuous improvement. They have taken positive steps to address the issues raised at the last inspection and they use action plans effectively to prioritise their continued plans for the future.

Setting details

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| Unique reference number | 219888 |
| Local authority | Northamptonshire |
| Inspection number | 865819 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 57 |
| Name of provider | Milton Malsor Playgroup Committee |
| Date of previous inspection | 7 March 2011 |
| Telephone number | 01604 661718 |

Simon De Senlis Pre-School was registered in 1997. It is managed by a committee and is situated in the school grounds. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 4. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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