

Queen Eleanor Pre-School

Queen Eleanor Road, Northampton, Northamptonshire, NN4 8NN



Inspection date

18 June 2015

Previous inspection date

25 November 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 understand that children become familiar with their environment, through relating and communicating with others and engaging physically in their experiences. As a result, children are motivated to learn and make good progress in relation to their starting points.
- Children settle well and enjoy their time at the pre-school. They demonstrate that they feel safe and secure and build strong attachments with staff. This effectively promotes their emotional well-being and confidence.
- Successful partnerships with parents, outside agencies and other providers are well established. This results in an integrated approach to children's care, learning and development.
- Management and staff are vigilant about children's safety and supervise them well. They effectively implement the requirements of the Early Years Foundation Stage. Staff fully understand their role in protecting children from abuse and neglect and the procedures to follow to keep them safe.

It is not yet outstanding because:

- The organisation of group time is not always effective in engaging younger, less confident children to participate, and staff do not always extend and develop older, more-able children's physical skills during outdoor play.
- The organisation of the pre-school routines occasionally affects children's enjoyment and involvement in their activities.

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 support the developmental needs of all children and build on the programme for physical development, for example, by providing obstacle courses, which challenge and refine children's existing skills
- review the organisation of routines to ensure children are able to make independent decisions about when they would like to access the outdoor environment, for example, by implementing a more flexible timetable.

Inspection activities

- The inspector observed activities in the two playrooms, outdoor area and playground of the adjoining school.
- The inspector held meetings with the manager.
- 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 staff 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 readily engage children in conversations, which encourages them to use language to respond. Additionally, staff effectively support children who speak English as an additional language, and children with special educational needs and/or disabilities. They use visual aids, encourage children to join in rhymes and successfully introduce new vocabulary and phrases as they play. Staff encourage children to learn about the differences and similarities of shapes. They support children to count and solve problems as they complete puzzles. Children listen well and enjoy group time. However, on occasion older, more-able children dominate discussions and insufficient attention is given to younger children. Children develop good hand-to-eye coordination skills as they thread and carefully fill containers with mud and water. They enjoy creative art activities. However, staff occasionally interrupt children's concentration and involvement in their activities because they suggest that they might like to play outside or that it is time to move inside again.

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

Staff are friendly, welcoming and kind to children. Consequently, children look to staff for comfort and reassurance when they need it and staff respond warmly to them. Staff implement an effective key-person system, which supports the development of positive relationships with children and their families. Children behave well and staff boost their self-esteem by consistently acknowledging positive behaviour. Staff take time to talk to children about their personal safety and apply sun cream to protect them from the sun. Snack and mealtimes are successfully used to promote children's social development, their sense of responsibility and self-care skills. Staff encourage children to be physically active. They enthusiastically play on the aeroplane see-saw and manoeuvre wheeled toys. However, older, more-able children, who are already competent in these skills, are not always provided with more challenging activities to extend their physical capabilities. As a result, children's enjoyment in play is not always sustained.

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

Recruitment and induction procedures are clear. The manager ensures that all staff members have completed Disclosure and Barring Service checks. The majority of staff are qualified and their professional development is encouraged through opportunities to attend training workshops and work towards a qualification. The staff team readily share practice and ideas to enhance performance and the range of activities provided for children. This is reflected in the overall quality of the provision. The manager uses self-evaluation and is continually looking at ways to enhance her current performance management procedures. She effectively reviews and tracks children's abilities and progress. As a result, management and staff are alert to the early signs that some children may need additional support.

Setting details

Unique reference number	220162
Local authority	Northamptonshire
Inspection number	864224
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	49
Name of provider	Sharon Collins
Date of previous inspection	25 November 2009
Telephone number	01604 761200

Queen Eleanor Pre-School was registered in 2001. The pre-school employs eight members of childcare staff. Of these, five members of staff hold an appropriate early years qualification at level 3, including one member of staff with Qualified Teacher Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 12 noon and from 12.30pm to 3.30pm. An optional lunch club operates from 12 noon to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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