

Vicarage Farm Preschool

Vicarage Farm Community Centre, 36 Grafton Close, Wellingborough,
Northamptonshire, NN8 5WA



Inspection date

3 July 2015

Previous inspection date

9 May 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		Outstanding	1
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

- All children make ongoing progress because staff have high expectations of them. Staff offer a wide range of adult-led and child-initiated activities that motivate children to learn. Consequently, children are keen to learn more. They demonstrate a love of learning.
- Daily routines provide children with regular opportunities to be physically active. Children learn that the heart is a muscle and needs exercise too. They thoroughly enjoy jumping, running on the spot and touching their toes, knowing this makes their hearts beat faster.
- Children play very well together. They express their own ideas and enjoy playing with others of a similar age. For example, during role play, they discuss the flavour of ice creams they will make.
- Partnerships with parents and other professionals are well established and children receive a consistent and continuous approach to their learning. This means that children are supported well to achieve their very best.
- Children's safety and safeguarding are given the upmost priority. Staff are knowledgeable about child protection procedures as they complete training on a frequent basis. Thorough risk assessments are carried out to ensure the premises are safe and secure at all times, and to ensure children are safe when taken on outings.

It is not yet outstanding because:

- Procedures to support staff's good practice are not yet robust. Opportunities to consider their own practice and gain constructive comments on how to enhance their skills further are not always considered.

What the setting needs to do to improve further

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

- enhance procedures for the monitoring of staff's practice, giving them opportunities to share their knowledge and expertise more swiftly, so that all children are supported in achieving their very best.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with all staff members and children during the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector held meetings with the provider and manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

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

The well-qualified and experienced staff plan a wide range of exciting and stimulating play activities. Children's communication skills are very well supported. As children learn about animals that live in the sea, staff use less familiar vocabulary to them, such as tentacles, suction and gills. Staff ask a wide range of questions, which makes children think and solve problems. They show an interest in what children have to say, which engages them further in conversations. Staff supervise children effectively and support them to lead their own learning. Children enjoy playing imaginatively and use large wooden blocks to make a throne. During play, the throne turns into a carriage. Children laugh and play well together, pretending to be the queen and flying horses. Staff instinctively follow this interest, offering children resources to make and decorate crowns. Children enjoy being creative and take pride in their creations, wearing their crowns until collection time. Children enjoy sitting with staff, reading stories and looking at pictures. These effective practices help to prepare all children with the skills they need in readiness for school.

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

Children build extremely secure attachments with their key persons. Staff seek detailed information from parents on entry to ensure children's individual care needs are well known prior to starting. Children enter the pre-school happily and confidently speak with visitors. They demonstrate an exceptional understanding of how to behave appropriately. Children self-regulate their play, using sand timers to take turns with the computer. They help staff to prepare activities and follow simple instructions, which supports their independency skills. Children benefit from plenty of fresh air as they are able to freely access the outdoors throughout the play session. They thoroughly enjoy balancing on bicycles and kicking balls. Highly effective procedures ensure that children are prepared emotionally during times of change, such as starting school. Staff encourage children to share their feelings and ensure they are given time to talk. Children become familiar with their new teachers who visit regularly and read stories.

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

The provider fully understands her responsibilities in all aspects of the Early Years Foundation Stage. Robust recruitment procedures ensure only suitable adults work with the children. The management team accurately evaluates the children's ongoing progress. However, strategies to monitor staff's teaching practice and to make suggestions of how to further extend children's learning are not fully embedded. Consequently, teaching is sometimes varied. Staff work well as a team and they are encouraged to attend regular training workshops and undertake formal qualifications. This shows the staff's commitment to raising outcomes for children. Parents state that they are extremely happy with all aspects of the service offered. They state that staff welcome them into the pre-school. Staff regularly update parents about their child's achievements by secure email. Parents believe that their children have made progress since starting.

Setting details

Unique reference number	EY287638
Local authority	Northamptonshire
Inspection number	861283
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Vicarage Farm Preschool Partnership
Date of previous inspection	9 May 2011
Telephone number	07817 709661

Vicarage Farm Preschool was registered again in 2004. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The manager also holds Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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