

Saxon Pre-school

Church Rooms, High Street, Earls Barton, Northamptonshire, NN6 0JG



Inspection date

2 June 2015

Previous inspection date

10 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		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

- Children benefit from good quality teaching from all the staff. Staff get involved with the children's play, extending their language through introducing new words to them. They value children's suggestions for further activities and add these to the planning.
- Staff are skilled in linking activities across the areas of learning. They engage children in art and craft, books, resources and baking to contribute to their interest in space and the planets.
- The committee and management team work well together, identifying well-targeted plans for the continued development of the pre-school. The staff team are encouraged to continue to enhance their knowledge through attending training courses and gaining qualifications.
- Safeguarding is given high priority. Staff know the procedures to follow in the event of any concerns about a child's welfare and regularly update their knowledge through attending training.
- Partnerships with parents and the local school are strong. This results in children's individual needs being met during their time at the pre-school, and they are well prepared for moving on to school when the time comes.
- Staff continually take account of children's interests when they are planning activities. This means that children are motivated and keen to explore resources and take part in new experiences.

It is not yet outstanding because:

- Sometimes, children are not fully supported in considering ways to resolve minor conflicts themselves.
- Sometimes, the routine of the session prevents children from making the most out of the outside play area.

What the setting needs to do to improve further

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

- support children more consistently in considering how they can use discussion and language to resolve conflicts that arise between themselves and their friends
- ensure daily routines do not limit children's opportunity to develop and extend their play in the outdoor area.

Inspection activities

- The inspector observed activities in the two play rooms and in the outside play area.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and with two members of staff.
- The inspector checked evidence of the suitability of staff working with the children, looked at a range of documentation including the self-evaluation.
- The inspector spoke to a number of parents and carers during the 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 are very ably supported in their learning by the staff who provide effective teaching during their interactions with them. They talk to the children about what they are doing and demonstrate how things work. This involvement results in children being confident to explore and try new experiences. They confidently share their ideas for how to take the activity further. Staff plan effectively for each child's continued learning. They complete regular summaries of children's progress that are used with parents to inform children's next steps in learning. Sometimes, the organisation of the session means that children are not able to fully explore their chosen activities in the outside play area for sustained periods of time. Consequently, their play is interrupted at times. Children are rapidly developing their communication and language skills. They are keen to engage in conversations about things that fascinate them, such as the properties of sand. Staff talk alongside them, supporting their keen interest.

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

Children clearly show that they feel safe and confident at the pre-school. New children are able to settle in because staff work with their parents to ensure individual needs are met. Children know the staff well, which results in them enjoying the adult company and being comforted effectively when needed. Staff are effective in managing children's behaviour in positive ways. However, sometimes, staff do not fully support children in thinking about ways that they could try to resolve disagreements for themselves. Children are safe because staff maintain close supervision and, through discussion, help children to learn about the risks involved in their play. Children are able to be independent through activities that promote a healthy lifestyle. They serve themselves at snack time, put their jackets on and change their shoes before playing outside.

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

Staff demonstrate a good understanding of the learning and development requirements and how to keep children safe. They are successful in their planning, observation and assessment which results in each child making good progress. Regular reviews of the policies and procedures by the staff team ensure their continued effective practice with the children. Robust recruitment procedures and a commitment to staff supervision ensures that suitable staff are employed and retained. Staff are encouraged to attend training courses to increase their knowledge. This has resulted the enhancement of communication and language resources which has had a positive impact on the children's speaking skills. Parents report positive and complimentary comments about the pre-school, such as the staff's contribution to their child's progress. Daily evaluation and reflection ensures that the pre-school continues to respond to all children's needs.

Setting details

Unique reference number	220201
Local authority	Northamptonshire
Inspection number	865858
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Saxon Playgroup Committee
Date of previous inspection	10 May 2011
Telephone number	01604 813789

Saxon Pre-school was registered in 2000 and is managed by a committee. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday during term time. Sessions on Monday and Wednesday are from 8.45am until 12.45pm. Tuesday and Thursday sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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