

# Bushytails Pre-School

Kingsthorpe Village Primary School, Knights Lane, Northampton, Northamptonshire,  
NN2 6QL



## Inspection date

Previous inspection date

9 September 2015

15 December 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always meet all children's needs to enable them to fully enjoy and participate in group activities.
- Staff are not always suitably deployed to ensure that children are adequately supervised outside.
- The monitoring of staff's practice by management is not sufficiently robust to identify weaknesses.

### It has the following strengths

- Effective partnerships with parents and other agencies results in children who have special educational needs and/or disabilities having their needs met sensitively and consistently.
- Children are able to settle in successfully when they start attending. Staff provide sensitive and gentle support to enable children to feel secure and begin to develop relationships with them and the other children.
- Children's personal, social and emotional development is promoted. They are encouraged to be independent and they are learning about the expectations for behaviour through discussions with staff.
- Staff take account of children's interests when they are planning. Consequently, children are keen to explore a wide range of activities and resources that promote their learning and development.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

#### Due Date

- ensure staffing arrangements meet the needs of all children during group activities and make sure that children are adequately supervised when playing outside to ensure their safety. 05/10/2015

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

- strengthen the monitoring of staff's practice to identify weaknesses and ensure that appropriate action is taken to address these.

### Inspection activities

- The inspector observed teaching and the impact this had on children's learning both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision and with the chair of the pre-school committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Melanie Eastwell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The staff team are qualified. They mostly work well together and required ratios are maintained in the provision. Most arrangements for safeguarding are effective. There are occasions when children's safety outside is not assured because the staff are not always deployed effectively to supervise them. This does not promote their well-being. Sometimes, particularly during large indoor group times, not all children are engaged and consequently, do not enjoy and participate in the activity. Since the last inspection, there have been considerable improvements in the staff's teaching, particularly during activities involving individual and small groups of children. However, the manager's monitoring and evaluation of the staff are not strong enough to identify areas for the continued development of their activities with the children. Staff understand the procedures to follow in the event of child protection concerns. Suitable recruitment procedures are in place and staff are encouraged to attend further training to keep their knowledge up to date.

### **Quality of teaching, learning and assessment is good**

Children benefit from the staff's positive interactions and effective teaching during their play. Staff actively promote children's communication and language. They talk to children during their play, asking questions which help them to think about what they are doing and extend their experience and vocabulary. They use sign language to support children, providing clear instructions, so they know what is expected of them. Staff demonstrate a good understanding of how to use observations and information from parents to plan appropriate next steps in learning. They assess children's progress effectively, fully involving parents through valuing their input from home about their achievements.

### **Personal development, behaviour and welfare require improvement**

Children are developing in confidence. They are supported to build relationships with staff through their gentle encouragement and reassurance when they start attending. Staff consistently provide gentle reminders for children to be kind to others, to share and work together. This helps them to learn about the expectations for behaviour. Children are prepared for change, such as when they start school. This is because they visit the local school for a variety of events during the year and staff are invited to visit them at the pre-school. Children enjoy the opportunity to move freely between the inside and outside play areas during the day. They benefit from the fresh air and enjoy the healthy snacks that are provided for them.

### **Outcomes for children are good**

Children are making good progress in their learning. They enjoy stories and listen intently, joining in with familiar refrains. They look at words from the story that are displayed and this helps them to understand that print has meaning. They use their imagination during their play, use resources that develop their coordination skills and discuss the different shapes and sizes they see.

## Setting details

<b>Unique reference number</b>	EY271062
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1001760
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Bushytails Pre-School Committee
<b>Date of previous inspection</b>	15 December 2014
<b>Telephone number</b>	07765970912

Bushytails Pre-School was registered in 2003. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3 and 5. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm with a lunch club from Monday to Thursday from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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