

Whittlebury Pre-school

The Reading Rooms, High Street, Whittlebury, Northamptonshire, NN12 8XJ



Inspection date

17 September 2015

Previous inspection date

26 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff consistently challenge children so that they reach the next stage in their learning. Children make good progress.
- Children's social and emotional needs are exceptionally well met by staff. Relationships are excellent, fostering a strong sense of belonging and ensuring that children are confident learners.
- The partnerships with parents are highly effective. A gradual settling-in period is agreed with parents according to their child's needs. Information provided for and shared by parents ensures that they work successfully with staff to plan for their child's learning.
- All parents spoken to share extremely positive views about the provision. They identify the progress that children make and the confidence they gain. Parents value the key-person system, daily feedback verbally and in their child's diary, the outdoor activities and learning through doing and experiencing.
- Children's language development is supported well by staff. They chat with staff and with their friends, and they express themselves clearly and confidently.
- Children's understanding of their own health and safety is supported extremely well by staff. Learning outside is given a high priority. Children talk about the effects of exercise on their bodies and learn about healthy food choices.
- Children make good progress in their mathematical development. They spontaneously use mathematical language while they play.

It is not yet outstanding because:

- Younger children's spontaneous creativity is not consistently supported by staff.

What the setting needs to do to improve further

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

- extend opportunities for children to be creative on a larger scale and develop their own ideas.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider/manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the provider/manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

Staff have a good understanding of the Early Years Foundation Stage requirements and implement them successfully. The arrangements for safeguarding are effective. Staff are aware of their responsibilities to supervise children and protect them from abuse and neglect. Necessary suitability checks for staff members have been completed. Children's welfare is addressed well. Staff keep their child protection and first-aid knowledge up to date. The provider monitors the provision of care and education while she works alongside colleagues. She discusses strengths, areas for development and training needs with them. For the first time in several years new members are joining the small staff team. In light of this, the provider is considering ways of strengthening the staff supervision system by organising more one-to-one meetings. An identified training priority is for new team members to access training on the needs of two-year-old children.

Quality of teaching, learning and assessment is good

Children's learning builds successfully on what they already know and can do. They confidently put their thoughts into words when staff ask them questions. For example, they seek to find mini-beasts in a corner of the outdoor area. When asked, children are able to name spiders, woodlice, snails and slugs. They guess how many legs a spider has and then use a magnifying glass while counting them. Children play games that involve counting and support their learning with regard to 'too many' or 'not enough'. Children learn to recognise their name in print as they select name cards to register their attendance. Children's pencil control is developing well. Children's creativity is supported generally well, however, opportunities for younger children are not maximised. For example, they show little interest in the only painting activity available to them. The focus of the activity is to discover what colour is created when red and yellow paint is mixed while brushing the paint onto paper.

Personal development, behaviour and welfare are outstanding

Children's independence, confidence and self-esteem flourishes as staff praise their efforts and achievements. They behave well and play cooperatively. Older children remind others of expectations with regard to sharing and turn taking. Children's emotional well-being is enhanced with opportunities to talk about their feelings and emotions during small-group activities. The large outdoor area is used effectively for a full range of activities and there is plenty of space for children to be physically active. Their physical development and awareness of the natural world is supported with maximum impact. Staff ensure that all children are extremely well prepared emotionally for the next stages in their learning.

Outcomes for children are good

Staff initially gather good information from parents so that they are aware of starting points for learning. They then observe, assess and plan effectively for the next stage in children's development. Staff liaise with parents continually to ensure that they work together to meet each child's learning and care needs successfully. Children develop good skills in readiness for a move on to school.

Setting details

Unique reference number	220303
Local authority	Northamptonshire
Inspection number	865868
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Ann-Marie Sugrue
Date of previous inspection	26 May 2011
Telephone number	01327 350436

Whittlebury Pre-school was registered in 1986. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens term time only from Monday to Thursday. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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