

# Weedon Bec Pre-School

West Street, Weedon, Northampton, Northamptonshire, NN7 4QU



## Inspection date

22 October 2015

Previous inspection date

10 November 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The management team is committed to raising outcomes for children. They regularly evaluate the quality of the provision, gaining the views of parents, other providers, staff and children. The management team devise detailed action plans to ensure that areas of development are completed timely.
- Strong relationships are established with the local school. Older children make regular visits to the school throughout the year. This prepares children well for their move on to school by allowing them to familiarise themselves with the new environment.
- Parents are very complimentary about the pre-school and its staff. They appreciate their flexibility and the great care staff offer their children. Parents believe their children they have made good progress since joining the pre-school, especially in their confidence and self-esteem.
- Children's behaviour is good as staff use effective strategies to motivate further learning. Staff consistently recognise individual achievements and give praise for their efforts.

### It is not yet outstanding because:

- Staff who care for the youngest children do not always use the information gained from parents to assess what they can already do when they start at the pre-school.
- Some aspects of the arrangements for reviewing staff's practice are not yet robust enough to raise the quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- use the information gathered from parents more swiftly when younger children start to support more precise planning for their individual needs from the very start
- strengthen the arrangements for monitoring staff's practice to focus more sharply on their strengths and weaknesses, in order to further increase the good standard of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector spoke with all staff members and a number of children during the inspection.
- The inspector held a meeting with the pre-school deputy manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views through written feedback provided by the pre-school.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The deputy manager demonstrates a good knowledge of her role. She fully understands her responsibility to teach and keep children safe in the absence of the manager. The staff team who work well together, regularly update their knowledge and skills by attending training courses and workshops. The arrangements for safeguarding are effective. Staff have a good understanding of the policy and procedures to follow should they have a concern about a child in their care. The manager regularly oversees the range of activities offered to children. She ensures these prepare children well for their next stage in learning, such as school. The manager monitors the progress made by all children. Staff complete termly reports and share these with parents.

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

The quality of teaching is good. Staff use their observations of children during play to plan a range of meaningful activities. Younger children enjoy being physically active. They happily play alongside staff, using large foam blocks to build towers. They take great delight in knocking these down and rebuilding them. Younger children begin to use simple mathematical language in their play. Staff skilfully extend their counting and shape recognition, offering ongoing praise to children for their efforts. Older children engross themselves in group activities. Staff use a range of props and resources to engage and motivate their interest of books. Children show delight as they recall well-known stories and anticipate what comes next.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the pre-school. They enter excitedly and talk with their friends about the activities they intend to take part in. Children who are new to the setting establish secure relationships with their key person and children of a similar age. Staff know individual children well and use this information to ensure that their care needs are well met. Children demonstrate a good understanding of what appropriate behaviour is and what is expected of them. Staff effectively support younger children to manage their own personal needs, such as learning how to use the toilet. Staff work with parents, sharing their knowledge and offering support during this time of change. Older more-able children are given appropriate tasks to undertake, such as helping to set out the snack table.

### Outcomes for children are good

All children, including disabled children and those with special educational needs, are making ongoing progress based on their starting points. Children develop key skills needed for the next steps in their learning. They independently dress themselves for outdoor play and pour themselves drinks at snack time. Children who need assistance seek out staff and politely ask them for help. Older children play well together and demonstrate a good understanding of how to share and take turns.

## Setting details

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | 220245                          |
| <b>Local authority</b>             | Northamptonshire                |
| <b>Inspection number</b>           | 865864                          |
| <b>Type of provision</b>           | Full-time provision             |
| <b>Day care type</b>               | Childcare - Non-Domestic        |
| <b>Age range of children</b>       | 2 - 11                          |
| <b>Total number of places</b>      | 26                              |
| <b>Number of children on roll</b>  | 31                              |
| <b>Name of provider</b>            | Weedon Bec Pre-School Committee |
| <b>Date of previous inspection</b> | 10 November 2010                |
| <b>Telephone number</b>            | 07868782906                     |

Weedon Bec Pre-School was registered in 2000. It operates from two separate buildings in close proximity. The pre-school operates from Weedon Village Hall and opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Additional out-of-school provision operates from Weedon Bec Primary School and opens Monday to Friday, term time only. Sessions times are from 7.30am until 9am and 3.20pm until 6pm. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

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