

St Benedict's Pre-School

St Benedict's Mount, West Hunsbury, Northampton, NN4 9XN



Inspection date

12 November 2015

Previous inspection date

13 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Assessment is not yet consistently precise enough to quickly identify or address any gaps in children's learning.
- Not all key persons persevere in fostering strong partnerships with parents, in order to engage them fully in their children's learning and to ensure prompt and regular attendance.
- The manager and the pre-school committee do not use self-evaluation effectively to support the continuous development of the provision. Procedures and processes to monitor the delivery of the educational programmes are not sufficient, in order to identify weaknesses in practice.

It has the following strengths

- Teaching is appropriate. This is something the pre-school has worked on since the last inspection. The staff team responsively interact with children to support and challenge them in their learning. They use discussion and ask probing questions, which effectively fosters children's language development and critical-thinking skills and helps them make steady progress.
- Children learn practical skills, such as putting on their own coats and cleaning their plates after eating. This develops their independence and their confidence and helps to prepare them for further challenges that they will encounter when they move on to school.
- Children are appropriately nurtured by the staff who are caring towards them. Children develop an attachment to staff, which has a positive effect on their emotional development and helps them to feel happy and settled in the provision.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure the way in which observations and assessments are conducted to provide a more consistently accurate picture of what children can do	11/12/2015
■ make sure there is good partnership working with all parents to ensure that assessment is accurate with regard to what children can do and to support children's consistent attendance and readiness for school.	11/12/2015

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

- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes, including the assessments of children's progress.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and provider have a reasonable understanding of their legal requirements. Safeguarding is effective. Children are kept safe through the implementation of a varied range of policies and procedures that contributes to promoting and safeguarding children's welfare. Procedures for recruitment, selection and induction are appropriate and vetting procedures for staff and committee members meet requirements. Staff are supported in undertaking mandatory and additional training to develop their knowledge and improve the quality of provision. However, self-evaluation of practice, including the monitoring of the educational programmes is not yet fully effective.

Quality of teaching, learning and assessment requires improvement

Staff undertake observations of children's learning. However, assessments of children's progress are not consistently accurate so do not enable them to effectively identify the gaps in children's development. Subsequently, outlined next steps in learning are not sufficiently focused on children's individual learning needs and do not ensure they make good developmental progress. In spite of these weaknesses, children enjoy their time in the pre-school and are appropriately supported to develop their ideas as they play. Children enjoy creative activities. Staff provide a wide variety of sensory and creative materials, both indoors and outside, which supports children's exploratory and imaginative play and their design skills well.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment and there is a wide range of resources inside and outdoors, promoting active play and exploration. Staff work with parents when children first start at the setting to ensure that they get to know children's needs and preferences. Settling-in procedures for children and their families are adapted to children's individual needs, which supports them to build confidence and feel settled. However, ongoing partnership working with parents is not always effective. Key persons are not always successful in engaging all parents to share information of their child's achievements or to ensure children's consistent attendance. Staff are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are supported as they begin to learn the importance of sharing and taking turns when playing and older children are encouraged to negotiate when several wish to play with a specific toy. Children have periods of time outdoors where staff encourage them to be active and they benefit from fresh air and exercise.

Outcomes for children require improvement

All children are making steady progress in their learning and development, and in readiness for school. Children who speak English as an additional language, disabled children and those with special educational needs are supported well. Staff have developed suitable links with parents and other involved professionals to ensure these children's needs are met.

Setting details

Unique reference number	220174
Local authority	Northamptonshire
Inspection number	1028152
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	17
Number of children on roll	32
Name of provider	St Benedict's Pre-school Committee
Date of previous inspection	13 March 2013
Telephone number	01604 708469

St Benedict's Pre-School was registered in 2000 and has been operating since 1986. It employs six members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 5. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

