

Croughton Pre-School

Croughton Village Hall, Wheelers Rise, Croughton, Northamptonshire, NN13 5ND



Inspection date

18 November 2015

Previous inspection date

12 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 manager and staff work hard and demonstrate a strong commitment to continuing to develop all aspects of the provision. They continually evaluate and reflect on their practice with a view to developing the service they provide even further, seeking the views of parents through written feedback and discussion.
- Staff are committed to ensuring all children reach their full potential in relation to their starting points. They have a good understanding of children's achievements and interests. Staff effectively use this information to provide activities and resources that children enjoy.
- Children are happy, settled and demonstrate that they feel safe and emotionally secure. This helps to provide a good foundation for their future learning. Children confidently move between the indoor and outdoor environments and independently select their desired activities.
- Staff value parents as active contributors to their child's learning and development. They establish good relationships with other professionals and work closely with teachers from local schools to support children as they prepare to enter the Reception class. Parents comment positively about the provision.

It is not yet outstanding because:

- The organisation of group times are not always effective in maintaining children's attention.
- Staff, very occasionally, lose the attention and enthusiasm of older boys during activities and routines towards the end of the session.

What the setting needs to do to improve further

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

- review the organisation of group activities to take account of children's differing needs and abilities
- adapt and review routines and activities so that they retain the interest and motivation of all children.

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 manager.
- The inspector held a meeting with the manager and nominated representative of the committee. She looked at relevant documentation, such as the pre-school's 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 from documentation completed by them.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff maintain a safe, secure environment for children and closely supervise them at all times. They fully understand the signs of abuse and have clear procedures to follow if there are concerns about a child. Recruitment and induction procedures for new committee members and staff are secure. Staff are qualified for their roles. They readily share practice ideas and their professional development is encouraged through opportunities to attend training. This is reflected in the good quality of the care and learning provided. The manager thoroughly reviews the educational programmes and carefully monitors children's progress. This allows her to see how children develop over time and helps her to identify and address any gaps in their learning in a timely manner.

Quality of teaching, learning and assessment is good

Staff readily talk to children, supporting correct pronunciation and adding new words to extend vocabulary. They make good use of open-ended questions to encourage children to talk about what they are doing. Mathematical language and opportunities to count are skilfully woven into the children's play. Children weigh vegetables and are encouraged to place items in order of their size. They are learning to use positional language, such as over and behind, as they excitedly describe where the hidden bears are. Younger children are shown how to use tools in the sand, such as the spades and buckets. They develop their hand-to-eye coordination skills as they carefully make sandcastles and demonstrate pride in their achievements. Children are introduced to new experiences that widen their knowledge and understanding of the world. They help to carve out pumpkins for Halloween and thoroughly enjoy pretending to cook real vegetables in the home corner. Staff carefully support and stimulate these experiences. For example, staff encourage children to describe the different textures of the vegetables and to think about how and where they are grown.

Personal development, behaviour and welfare are good

Staff implement an effective key-person system and actively seek all relevant information from parents about each child's needs and stage of development on entry. Staff respect children as individuals and treat them with warmth and kindness. Children naturally include staff in their play and confidently seek reassurance if they are feeling upset. Staff act as positive role models. They support children to follow the rules and boundaries of the provision. Children receive praise for their efforts and achievements which successfully supports their developing confidence and self-esteem. They enjoy nature walks around the local community and enjoy being physically active in the fresh air. Snack and mealtimes are successfully used to promote the children's social development, their sense of responsibility and self-care skills.

Outcomes for children are good

Children make consistently good progress, based on their starting points. They are supported well and are developing the skills and capacity to learn in preparation for the next stage of their learning, including school.

Setting details

Unique reference number	EY233529
Local authority	Northamptonshire
Inspection number	848265
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	20
Name of provider	Croughton Pre-School Committee
Date of previous inspection	12 January 2011
Telephone number	01869 811968

Croughton Pre-School was registered in 2002. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am to 1pm on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those who have special educational needs.

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