

# Stanwick Pre-School

Stanwick Village hall,, Spencer Parade,, Stanwick, Northants, NN9 6QE



## Inspection date

23 November 2015

Previous inspection date

9 November 2011

<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

- A very successful system of professional development means that staff regularly update their knowledge, understanding and practice. Staff attend training courses to support children with specific needs; this helps ensure all children make ongoing progress in their learning and development.
- The manager regularly monitors the children's progress. Staff effectively support children who are not making as much progress as expected. They fully understand the importance of working in partnership with parents, and other professionals and agencies where required, to support children's progress.
- Children who prefer to learn outside are encouraged to do so. Staff encourage children to evaluate risks and make decisions about the clothing they need to wear outdoors. Children independently put on coats and extra waterproof clothing. Staff promote children's independence and offer support when needed.
- Staff provide children with a highly stimulating environment which is set up each day. Children are very motivated to learn and are enthused by the activities and play opportunities on offer.
- An effective key-person system is in place. Staff develop strong relationships with children and know them well. This contributes to the sense of security children have within the pre-school.

### It is not yet outstanding because:

- The timing of some daily activities means that staff do not always have opportunities to effectively question children or encourage them to solve problems about things that interest them.
- Staff do not fully utilise the regular verbal updates that they receive from parents to inform future planning.

## What the setting needs to do to improve further

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

- provide more opportunities for children to talk and think critically, building upon their emerging interests and enabling them to share their ideas and knowledge
- strengthen the good partnerships with parents further, using the information gained from daily conversations to inform planning and to extend children's learning to the highest level.

### 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 provider, and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views, together with written parental feedback.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager has a good understanding of her role and responsibility to teach children and keep them safe. The arrangements for safeguarding are effective. Staff are vigilant in their supervision of children. They visually check all areas that children access, ensuring they are safe and fit for purpose. Staff fully understand the procedures to follow should they have a concern about a child in their care. There is a strong drive to improve the quality of teaching practice and to continue to raise outcomes for children. Staff supervision meetings occur regularly. The staff team is encouraged to attend training workshops and share their knowledge with others. This influences the learning experiences they offer to children. Systems for self-evaluation are effective. Areas of improvement identified at the last inspection have been met. Children have regular opportunities to be independent, such as selecting additional toys to extend their play and subsequent learning.

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

The well-qualified staff team is enthusiastic and has a good knowledge of how children learn and develop. They plan meaningful learning experiences that motivate and challenge children to learn more. Children are active learners who demonstrate good levels of creativity and imagination as they pretend to build farms. Using a range of buckets and pots, children transport water to the sand to make concrete. They concentrate well as they stir the mixture, then apply this to plastic bricks and form walls. Staff offer suggestions and encouragement which help inspire them to do more. Staff accurately assess the ongoing progress made by all children and share this knowledge regularly with parents. Parents are very complimentary about the pre-school and its staff. They recognise the rise in their children's self-confidence and speech since starting.

### Personal development, behaviour and welfare are good

Children are happy as they arrive and rush off to immerse themselves in play with friends. Staff talk regularly with parents, ensuring that the children's individual care needs are well known and met. Staff are good role models and children behave generally well. When minor disagreements occur, staff offer clear explanations and give children time to think about their actions. Staff promote healthy practices effectively. They display a range of visual aids that offer children gentle reminders to wash their hands before eating and what to do next. Children enjoy snacks of fresh fruit and independently pour their drinks. Staff foster discussions about the food they eat. Children understand that eating a healthy diet 'makes them grow bigger'.

### Outcomes for children are good

All children, including those who receive additional funding, are making ongoing progress based on their starting points. Children are developing the key skills needed for their next steps in learning or the move to school.

## Setting details

<b>Unique reference number</b>	EY428201
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	852862
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Stanwick Pre-School Playgroup Committee
<b>Date of previous inspection</b>	9 November 2011
<b>Telephone number</b>	07833 527 024

Stanwick Pre-School was registered in 2011. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at levels 3 to 6. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon and 1pm until 3pm on Mondays and Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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