

# Potterspury Pre School Playgroup

John Hellins Primary School, High Street, Potterspury, TOWCESTER,  
Northamptonshire, NN12 7PG



<b>Inspection date</b>	14 December 2015
Previous inspection date	9 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Although there have been significant staff changes, the manager and committee have made positive adaptations since the last inspection. Procedures are in place to ensure that Ofsted is notified of changes to the committee. All children are provided with suitably challenging activities that help them to make good progress.
- Teaching is good. Children thoroughly enjoy the staff's involvement in their play. They show a genuine interest in what children are doing, extending their vocabulary using descriptive words as they explore the wide range of toys.
- The staff team make daily evaluations of the activities and identify well-targeted plans for the future. They are committed to providing children with high-quality experiences that meet their individual needs.

### It is not yet outstanding because:

- Progress made by different groups of children is not yet precisely checked. This means that the manager cannot be sure children who require additional support make as much progress as possible.
- Staff supervision is not yet sharply focussed enough on raising the quality of practice more swiftly to enhance the quality of teaching further.
- There are fewer opportunities for children to learn about similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- extend the already successful performance management procedures to further promote staff's performance and teaching
- focus more precisely on the use of information from assessments to check the progress made by different groups of children and make sure that those who need additional support to achieve well can make as much progress as possible
- provide more opportunities for children to learn about and value similarities and differences between their own home languages and traditions and those of others.

### 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 manager.
- The inspector held a meeting with the pre-school manager and one member of staff. 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 number of parents during the inspection and took account of their views.

### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team work well together. They are effective in meeting each child's needs through planning interesting activities that children are eager to take part in. The manager has information about the progress that individual children are making. However, systems to monitor the progress of different groups of children are still being developed. Staff receive good support to improve the quality of their practice. However, the procedures for supervision and performance management are not sufficiently refined to ensure their ongoing professional development is incisive and focused on staff's individual needs. The arrangements for safeguarding are effective. Thorough recruitment procedures and ongoing checks ensure that staff are suitable to work with children. Staff have a good awareness of how to keep children safe and protect their welfare. They complete training in safeguarding and effective risk assessments are in place.

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

Children are learning through play as staff guide and extend their interests through skilful teaching. Effective assessment by staff means that they keep a close check on what children can do. They are quick to recognise when a child is not achieving as well as they might and swiftly provide them with the support they need. Close partnerships with parents are fostered and they are provided with information to help continue their child's learning at home. Staff place a good focus on promoting children's awareness of numbers, shapes and colours. They help them to solve problems, such as when they construct a marble run and they count how many plates and cups are needed for snack time. Children are well prepared for the next stage in their learning. Staff help them to learn to share and to make choices about what they do.

### Personal development, behaviour and welfare are good

Children quickly settle to play when they arrive. They show that they feel safe and develop a sense of belonging in the pre-school. Children enjoy the staff's involvement with them and they are familiar with the daily routines. Most children are confident to talk about their own experiences and family life. However, on occasions, some children have fewer opportunities to learn about similarities and differences to enable them to share their family experiences. Staff are very good role models. They listen to the children and consult them about what they would like to do. Children respond positively to the gentle reminders that staff provide about the expectations for behaviour and to ensure everyone stays safe. Effective partnership working with parents results in children's needs being managed very well. Children are learning about the benefits of a healthy lifestyle as they play outside and serve themselves snacks and drinks.

### Outcomes for children are good

Children make good progress. They are learning to be independent as they put their coats on ready for outside play and they spread their own crackers at snack time. Children recognise the letters in their names and have many opportunities to practise their writing skills. They are gaining the skills necessary for their future learning and school.

## Setting details

<b>Unique reference number</b>	219968
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1009162
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<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>	Potterspury Pre School Committee
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	07790 656616

Potterspury Pre School Playgroup was registered in 2000. The pre-school employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3 and 5. The pre-school opens from Monday to Friday, term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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