

Oundle Community Pre-School

Fletton House, Glapthorn Road, Oundle, PETERBOROUGH, PE8 4JA



Inspection date

6 January 2016

Previous inspection date

27 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 pre-school committee, manager and staff demonstrate a strong commitment to continuing to develop all aspects of the provision. They evaluate and reflect on their practice with a view to continually developing the service they provide, seeking the views of parents through written feedback and discussion.
- Staff have a good understanding of how young children learn and develop. They provide children with interesting experiences and activities which cover all areas of learning and enable them to make choices for themselves.
- Children's emotional development is successfully enhanced as they develop secure, trusting relationships with staff.
- Staff establish good relationships with parents and other professionals involved in the children's care. This promotes a consistent approach to their care and development. Parents comment positively about the provision.
- The manager and staff develop effective links within the local community. Children learn about tree frogs during visits to the science centre and they visit the library. They meet people who help them, such as the police and fire service, and enjoy participating in special celebrations, such as Christmas and Diwali.

It is not yet outstanding because:

- On occasions, children do not have enough time to think about how to respond to questions and comments from the staff and express their own thoughts.
- The organisation of small-group times is not always effective in maintaining children's attention and supporting their ongoing development.

What the setting needs to do to improve further

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

- enhance children's opportunities to express their own thought and ideas during activities
- review the organisation and effectiveness of small-group 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 person of the committee. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management is good

The manager, staff and committee work hard to ensure the welfare and developmental needs of the children are met at all times. They demonstrate a strong team ethos. The manager and staff readily share practice ideas, and their professional development is encouraged through opportunities to attend training and obtain childcare qualifications. This is reflected in the good quality of the care and learning provided. The arrangements for safeguarding are effective. Recruitment and induction procedures are clear. Management ensures that committee and staff members have completed the required Disclosure and Barring Service checks. All staff attend child protection training and have a clear understanding of how to keep children safe. They maintain a safe, secure environment. The manager offers effective support and there is a clear focus on enhancing existing teaching skills to a higher level. She implements effective procedures for assessing and evaluating children's progress. This allows her to see how children develop over time and helps her to address any gaps in their learning in a timely manner.

Quality of teaching, learning and assessment is good

Children enjoy their time at the pre-school. Staff know the children well and successfully build on their interests as they play. This motivates the children to persist at their chosen activity. For example, children demonstrate determination as they manipulate dough and use tools, such as cutters and knives, with growing precision. Younger children are introduced to new words. For example, staff encourage children to repeat words, such as sticky, open and closed, as they play. Older children are beginning to use language to describe past events and express their needs. Children concentrate and learn to differentiate between shape and size as they build tall structures and houses out of construction materials. They are learning to play cooperatively with their friends as they build train tracks and complete puzzles together.

Personal development, behaviour and welfare are good

Children are well cared for in this friendly and welcoming environment. They quickly develop close bonds with their key person and other members of staff. Children choose freely from the good range of resources and activities provided and are encouraged to do things for themselves. They are developing their self-care skills and independently select their utensils and food preferences at snack time. Staff act as positive role models and have high expectations for the children's behaviour. From a young age, children are encouraged to show respect and concern for others, share and take turns. Staff boost children's confidence and self-esteem with praise and reassurance. Children demonstrate appropriate hygiene practices and enjoy being physically active in the fresh air. They enthusiastically play games and squeal with excitement when they are chased.

Outcomes for children are good

Children make good progress from their starting points and participate in enjoyable activities that reflect their interests. They acquire the skills they need and are prepared for their future learning at school.

Setting details

Unique reference number	220304
Local authority	Northamptonshire
Inspection number	865869
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of provider	Oundle Community Pre-School Committee
Date of previous inspection	27 April 2011
Telephone number	01832 273 647

Oundle Community Pre-School was registered in 1992. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The pre-school opens Monday, Tuesday, Wednesday and Friday from 9.15am until 12.15pm, and on a Thursday from 9.15am to 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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