

Long Buckby Pre-School

Baptist Church Schoolrooms, Market Square, Long Buckby, Northamptonshire, NN6 7RR



Inspection date

19 January 2016

Previous inspection date

5 March 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	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

- The management and staff have worked hard since the last inspection to improve the quality of the provision. They have developed the educational programmes and built on teaching skills. Actions and recommendations made at the last inspection have been suitably addressed.
- Staff effectively support children to reach their full potential. They have a good understanding of each child's interests and personality. Children have fun and enjoy exploring the activities provided. They are happy, settled and demonstrate that they feel safe and emotionally secure.
- Staff provide good support for disabled children and those with special educational needs. They work very closely with parents and other agencies to develop an in-depth understanding of each child's needs and to plan for their future learning and care.
- The management and staff establish good partnerships with parents and strong links with other professionals and early years providers. This promotes consistency for children and a smooth transition between home, pre-school and on to school.

It is not yet outstanding because:

- Managers have not yet fully embedded performance management arrangements to mentor staff and to raise the standards of teaching still further.
- At times, staff miss opportunities to extend and build on older children's imaginative play.

What the setting needs to do to improve further

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

- strengthen performance management arrangements, ensuring that staff are thoroughly supported to achieve consistently high-quality teaching practice
- build on opportunities to extend and enhance older children's imaginative play activities.

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 nominated representative of the committee and the manager. 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 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 arrangements for safeguarding are effective. Recruitment and induction procedures are robustly implemented. Managers and staff attend child protection training and have a clear understanding of how to keep children safe. They promote safety and ensure that children are kept safe on outings. Most of the staff are experienced and well qualified. This is reflected in the good quality of care and teaching provided. The pre-school committee, manager and staff demonstrate a strong commitment to continuing to develop all aspects of the provision. Self-evaluation is effectively used to identify strengths and areas for ongoing improvement. The manager continues to develop arrangements for performance management in order to gain a greater insight into the staff's skills and any gaps in their knowledge. She is currently introducing opportunities, such as peer observations, to share best practice and enhance the quality of teaching further.

Quality of teaching, learning and assessment is good

Children enjoy their time at the pre-school. They make new friends and develop independence. Staff talk to children and skilfully introduce new vocabulary as they play. Children re-enact familiar stories. They enthusiastically pretend to walk through the jungle, loudly roar like a lion and make sounds as they pretend to swim like a whale. Children make dough, investigate frozen ice and eagerly paint pictures using rollers and brushes. Younger children are shown how to use tools in the sand, such as spades and buckets. They develop hand-to-eye coordination skills as they carefully make sandcastles. Staff adeptly weave in opportunities to count and use mathematical language as children play. For instance, children are encouraged to count the number of bricks during construction activities and learn about concepts such as more, less, big and small. Staff's effective observation and continuous assessments of children's progress are used to help children make good progress and to quickly identify any areas for concern.

Personal development, behaviour and welfare are good

Staff work closely with parents to develop a good understanding of children's needs and stages of development on entry. Settling-in procedures are effective. Staff act as positive role models. They offer clear explanations when minor disagreements occur and actively encourage children to share and take their turn. Staff prepare children well for their future learning. They successfully nurture their developing confidence and self-assurance through praise and guidance. Staff effectively broaden children's range of experiences and help them to develop respect for others. For example, children place a wreath of poppies on the war memorial at the local church, and celebrate different festivals. They enjoy exploring the local community and visit the supermarket to watch how bread is made. Children have daily access to the outdoors for fresh air and exercise, and benefit from nutritious snacks.

Outcomes for children are good

All children make consistently good progress in relation to their starting points. They enjoy participating in the range of activities provided. Children are developing the skills and the aptitude to learning that they will need in readiness for school.

Setting details

Unique reference number	220210
Local authority	Northamptonshire
Inspection number	1009161
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	41
Name of provider	Long Buckby Pre-School Committee
Date of previous inspection	5 March 2015
Telephone number	01327 317427

Long Buckby Pre-School was registered in 1971. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications from level 2 to level 6. The pre-school opens from 9am to 3pm, Monday to Thursday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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