

Standens Barn Pre-School

Community Centre, Topwell Court, Standens Barn, Northampton, Northamptonshire,
NN3 9TW



Inspection date

24 February 2016

Previous inspection date

22 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not take full account of the different ways that children learn. They do not consistently use what they know about individual children to challenge them effectively while they play.
- Staff do not consistently use their observations and information from parents to identify children's level of achievement and interests, in order to plan support and activities that promote successful learning.
- Leadership and management systems for monitoring the quality of teaching are not fully effective in ensuring that every child makes as much progress as they can.

It has the following strengths

- Children's personal, social and emotional needs are met effectively by staff. They separate happily from their parents on arrival, and relationships between staff and children are good.
- Children have easy access to a variety of toys and activities provided by staff each day.
- Children's emotional security begins with a gradual settling-in period that is agreed with parents in accordance with their child's needs.
- Staff are fully aware of local referral procedures and their responsibilities to protect children from abuse and neglect.
- Documentation required for the safe management of the provision is well maintained and implemented.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- make sure that the quality of teaching is at least consistently good, so that all children are inspired and challenged effectively while they play 07/04/2016
- ensure that all staff consistently use each child's interests and what the child already knows and can do to plan learning experiences that challenge them to make best progress. 07/04/2016

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

- extend procedures for monitoring and improving the quality of teaching and planning, to ensure that all children are challenged with maximum positive impact and make as much progress as they can.

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 of the setting. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff are aware of their responsibilities to supervise children and the play environment is safe. Recruitment, selection and vetting procedures for staff meet requirements. The provider ensures that staff attend training in order to keep their child protection and first-aid knowledge up to date. Staff welcome support offered by representatives of the local authority. An improvement plan has been drawn up and this includes changes to the outdoor play area. Steps have been taken to address issues raised at the time of the last inspection. However, there remains some inconsistent practice, and monitoring is not fully effective in ensuring that teaching and planning for children's learning are consistently good. Staff work with other professionals to ensure that some children receive the additional support they need.

Quality of teaching, learning and assessment requires improvement

Staff practice is variable with regard to teaching and ensuring that all children are consistently challenged effectively in their learning. Children choose from a variety of activities, but some learning opportunities are missed by staff. For example, children are told during a short group time at the beginning of the session that they will learn about size while playing with play dough. However, this activity and children's learning is not then supported by staff. Staff provide frozen strawberry mousse for sensory exploration, but support for children's learning while they play with this resource is minimal. Some children are not inspired to get involved in any of the activities and are reminded of the rules for not running indoors. Children talk confidently with their friends and with staff, although staff do not consistently support children's thinking skills while they talk with them. Children build on a large and small scale. They count, compare sizes and name shapes while they build with large wooden blocks. Children draw with crayons or felt tipped pens, and pencil control is developing well. They are learning to tap out simple rhythms while they play with musical instruments.

Personal development, behaviour and welfare require improvement

Children play in a welcoming environment. They are happy and settled. Children understand simple behaviour rules, such as sharing and taking turns. Their independence is addressed generally well. For example, they choose activities that are set out for them and they also select additional resources for themselves from small storage units. However, staff do not consistently support children to address simple tasks for themselves, such as taking off their own coats. Children eat healthy snacks. They are physically active every day. However, staff miss some opportunities to support children in creating and imitating movement of their bodies in response to music.

Outcomes for children require improvement

Children reach expected levels of achievement. Older children gain basic skills to prepare them for school. However, some children are not making as much progress as they can. Teaching is variable in quality. Staff do not always use precise observation and assessment or information from parents about what their child knows and can do, to plan for each child's future learning.

Setting details

Unique reference number	220107
Local authority	Northamptonshire
Inspection number	1028112
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	27
Number of children on roll	21
Name of provider	Northampton Pre School Group Partnership
Date of previous inspection	22 January 2013
Telephone number	01604 881613

Standens Barn Pre-School was registered in 1993. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only and sessions are from 9.30am to 12.30pm. It provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language, disabled children and those with special educational needs.

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