

Bushytails Pre-School

Kingsthorpe Village Primary School, Knights Lane, Northampton, Northamptonshire,
NN2 6QL



Inspection date

14 April 2016

Previous inspection date

9 September 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 committee and staff have worked hard since the last inspection to improve the quality of the provision. They have welcomed advice and support and demonstrate a strong commitment to continuing to develop all aspects of the provision.
- Staff know the children well and successfully build on their interests as they play. Children are respected as unique individuals and treated with kindness. They confidently seek reassurance from staff as required and demonstrate that they feel safe and emotionally secure.
- Staff provide good support for children with special educational needs or disability. They work very closely with parents and other agencies to develop an in-depth understanding of each child's needs and plan for their future learning and care. Parents comment positively about the care and learning provided for their children.
- Staff make effective use of the local community and special celebrations to broaden children's range of experiences. Children visit the local church and walk to the ice cream parlour. They make colourful lanterns and sample different Chinese foods when learning about the Chinese New Year.

It is not yet outstanding because:

- Revised performance management arrangements are not yet fully embedded to provide a greater insight into individual staff skills and preferences for training.
- Staff occasionally overlook opportunities to extend and challenge children's understanding and thinking skills as they play.

What the setting needs to do to improve further

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

- strengthen the performance management arrangements to support staff to achieve consistently high-quality teaching practice and access regular training opportunities
- make the most of opportunities to enrich children's understanding and thinking skills.

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 nominated representative of the committee. She looked at relevant documentation, such as the pre-school's self-evaluation, and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Ann Austen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Secure recruitment and induction procedures ensure committee members, staff and students are suitable to work with children. The manager and staff maintain a safe environment and ensure that risks to children are minimised while on outings. They are fully aware of their role in protecting children from abuse and neglect and the procedure to follow if they are concerned about a child. Staff are appropriately qualified. This is reflected in the good quality of care and learning opportunities provided. Effective procedures are in place for assessing and evaluating children's progress. This allows the manager and staff to see how children develop over time and helps them to address any gaps in their learning in a timely manner.

Quality of teaching, learning and assessment is good

Children enjoy imaginary play experiences. Their learning is enhanced because staff know when to leave children to explore and when to sensitively intervene to stimulate their ideas and offer support. Staff use visual aids to help children develop their communication skills, including children who speak English as an additional language, and those with special educational needs or disability. Children are introduced to new vocabulary as they play, such as squishy and squashy. They learn rhymes and enjoy listening to stories. Older children confidently describe what they see in the pictures. Children develop their hand-to-eye coordination as they successfully pour water from one container to another. They enthusiastically use tools to make sandcastles and dig for worms in the soil. Staff support children to count and measure different objects and successfully introduce them to mathematical concepts, such as, long, short, big and small.

Personal development, behaviour and welfare are good

Successful settling-in procedures ensure that staff know children's personal care needs and stage of development are known prior to them starting. This effectively supports continuity in children's care and development. Staff act as positive role models. They effectively support children to learn to manage their feelings, to be kind to one another, to share, and take their turn. Effective partnerships have been developed with local schools, including the adjacent school. Children are invited to attend the nativity performance and harvest festival. This develops a familiarity with the school environment. Children enjoy playing outside in the fresh air and enjoy nutritious snacks. Effective procedures are in place to ensure that staff are very clear about children's special dietary requirements.

Outcomes for children are good

All children make good progress in relation to their starting points, including children who speak English as an additional language, and children with special educational needs or disability. Children develop a good range of key skills that prepares them for the next stage of their learning and their eventual move to school. They independently select their choice of activity and manage their personal needs well. Older, most-able children are beginning to write recognisable letters of the alphabet.

Setting details

Unique reference number	EY271062
Local authority	Northamptonshire
Inspection number	1027309
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 - 5
Total number of places	28
Number of children on roll	47
Name of provider	Bushytails Pre-School
Date of previous inspection	9 September 2015
Telephone number	07765 970 912

Bushytails Pre-School was registered in 2003. The pre-school employs nine members of childcare staff. Of these, six members of staff hold appropriate early years qualifications at level 2, 3 or 5. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm with a lunch club from Monday to Thursday from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs or disability, and children who speak English as an additional language.

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