

Clarence House Wellingborough Preschool

17-19 Cedar Way, Wellingborough, NN8 4SL



Inspection date

19 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is good. Children benefit from the staff's positive and enthusiastic involvement with them. Staff nurture children's confidence and encourage them to share their ideas, enabling them to think about what they are doing.
- Strong partnership working between the staff and children's parents results in parents feeling that their contributions are fully valued and ensures that any changes to the needs of children or their families are managed well.
- Children benefit from the consistent approach taken by all members of staff. This helps them to quickly become familiar with the daily routines and with the expectations for behaviour. Children learn to respect one another and help their friends, for example, to find items they want.
- Effective preparation and close supervision during activities, such as cooking, enables children to learn about risk and how to carry out tasks safely.
- Children enjoy playing with a wide range of toys and resources. Activities are based on children's interests and the environment supports their play and learning well. Children explore freely, make choices about what they do and use their imagination.

It is not yet outstanding because:

- On occasion, large-group activities are not organised well enough to ensure that all children are fully engaged and involved.
- Children who prefer to be outdoors have fewer opportunities to take part in rich and varied learning experiences.

What the setting needs to do to improve further

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

- refine the organisation of large-group activities, ensuring that they effectively enable all children to actively take part
- focus more sharply on the planning of varied, stimulating activities for children who prefer to be outdoors.

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 nursery manager.
- The inspector held a meeting with the nursery manager, the company's quality and standards manager and two members of staff. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- 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 has an organised approach to her work and maintains a good overview of the pre-school and linked nursery provision as a whole. Communication between the two units is effective. The manager and staff team are well supported by the owning company. They work closely with their quality and standards manager, reflecting on the service and identifying well-targeted plans for the future. The impact of this can be seen in the developments made since registration, such as changes made to planning and observation systems and improved use of space and resources to meet children's needs. Staff receive good support through supervision meetings and ongoing professional development to continue to improve the quality of their practice. The arrangements for safeguarding are effective. Thorough recruitment procedures and ongoing checks ensure that staff are suitable to work with children and staff have a good awareness of how to keep children safe and promote their welfare. Good working relationships with other agencies who are involved with the children are fostered, ensuring that families receive the help they need.

Quality of teaching, learning and assessment is good

Staff know their key children well and are skilled in making observations which show the good progress each child is making. They use information provided from parents, as well as children's interests and suggestions, to inform the planning of activities. Children benefit from effective teaching and they enjoy the staff's enthusiastic involvement in their activities. They are encouraged to think about how they can solve problems they encounter and how to extend their own learning. Staff ably promote children's developing communication and language skills. They speak clearly and give children time to respond. This benefits all children, especially those who need extra support with their speech development, to catch up with their peers.

Personal development, behaviour and welfare are good

Children arrive happily and settle to play. They quickly get to know the daily routines and clearly demonstrate that they have a bond with the staff. Children enjoy jokes, laughing along with members of staff. They snuggle up together on the mat to listen to a story at rest time. Children's sense of self-esteem and confidence is promoted well and the staff provide plenty of praise and encouragement for their efforts and achievements. Children learn about how to manage their self-care needs and about the benefits of following good personal hygiene procedures. Staff talk to them about the importance of handwashing and about making healthy choices for food, for instance, during cooking activities.

Outcomes for children are good

Effective systems are in place to monitor children's ongoing progress. Children rapidly develop confidence and familiarity with the daily routines. Children are independent and are supported to manage their personal care. They choose their own resources and are included in the planning of activities, for example, as they decide whether to play outside or to take part in cooking activities. Children learn about sharing and working together as they receive consistent messages from staff. Children are well prepared for moving on to school.

Setting details

Unique reference number	EY492941
Local authority	Northamptonshire
Inspection number	1027807
Type of provision	Full-time 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	24
Number of children on roll	35
Name of provider	Clarence House Day Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01933 778112

Clarence House Wellingborough Preschool was registered in 2015. It is linked with an adjacent nursery and is one of seven early years settings managed by Clarence House Day Nurseries Ltd. The pre-school employs four members of childcare staff, two of whom hold appropriate early years qualifications at levels 3 or 6. The pre-school opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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