

St Benedict's Pre-School

St Benedict's Mount, West Hunsbury, Northampton, NN4 9XN



Inspection date

20 June 2016

Previous inspection date

12 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 staffing structure in the pre-school has changed since the last inspection. The management and staff have made significant improvements to the ways in which they monitor and assess children's progress.
- Teaching is good. Children benefit from the positive and enthusiastic involvement from the staff in their play. Staff talk to children about what they are doing, encouraging them to think about what they can do next.
- Staff are successful in promoting children's curiosity across the areas of learning. Staff count with children, develop their hand-to-eye coordination as they attempt to put hair slides in the hair of dolls, help them to build sandcastles and find out what happens when they splash in puddles.
- Children's safety is given high priority. Staff supervise children effectively and manage the children's choice to play inside or outside well. Children learn about how to keep themselves safe through discussions with the staff.
- Strong partnerships are in place between staff and children's parents. These are based on effective and regular communication and result in children's specific or changing needs being met.

It is not yet outstanding because:

- Staff supervision is not yet sharply focused enough on raising the quality of practice more swiftly to enhance the quality of teaching further.
- Occasionally, large-group times are not organised to fully take account of children's individual learning needs and abilities to ensure they gain as much as possible from the group sessions.

What the setting needs to do to improve further

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

- extend the already successful performance management procedures to further promote staff's performance and teaching
- review the way that group times are planned to take better account of each child's ability and learning needs.

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 with two members of staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the pre-school.
- 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 arrangements for safeguarding are effective. Staff have a good understanding of how to keep children safe and protect their welfare. Robust procedures are in place to ensure children are safe during the session. The pre-school has undergone significant change since the last inspection. The new manager works well with the committee and staff. They are effective in monitoring the progress that individuals and groups of children are making. They make good use of additional funding for those children who require specific support. Parents speak highly of the staff team and its commitment to supporting their children's care and learning.

Quality of teaching, learning and assessment is good

Children enjoy the staff's involvement in their play, eagerly choosing to join the activities that staff are supervising. Staff know the children well, adapting the planning and daily activities to take account of children's interests and their next steps in learning. Staff use observations effectively to assess where children are in their learning. They use the information to plan activities the children are interested in and which provide suitable challenges to help them make the best progress they can. For example, children explore a range of different textured materials both inside and outside. They refer to themselves baking chocolate cakes as they mix mud with water and make model birthday cakes, counting the candles as they place them on top. Staff promote children's communication skills. For example, they use descriptive language during play and spend time in the book area, reading stories to the children.

Personal development, behaviour and welfare are good

Parents report that their children are supported well to settle in when they start attending and staff take an interest in what they like to do at home. When children arrive, they quickly settle to play, waving their parents goodbye. Children are confident and happy. They show that they enjoy the staff's company as they sit close by when looking at books and they laugh at jokes together. Children learn about the expectations for behaviour. Staff work in a consistent way. They give clear explanations about why certain behaviour is not acceptable and remind children about considering others and working together. Children thoroughly enjoy playing outside, whatever the weather. They know to put their coats on when they want to play in the rain and they are learning about healthy lifestyles as they choose from a good range of snacks.

Outcomes for children are good

Children are motivated and keen learners who enjoy taking part in all the activities that are on offer to them. Children are independent, making choices about what they do and change their clothes when they come in from the rain. Children make friends and are learning to resolve their differences and get on with one another. These skills result in them being well prepared for starting school.

Setting details

Unique reference number	220174
Local authority	Northamptonshire
Inspection number	1033082
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	17
Number of children on roll	32
Name of registered person	St Benedict's Pre-school Committee
Registered person unique reference number	RP522287
Date of previous inspection	12 November 2015
Telephone number	01604 708469

St Benedict's Pre-School was registered in 2000. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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