

Yelvertoft Pre-School

Yelvertoft Village Hall, Lilbourne Road, Yelvertoft, NORTHAMPTON, NN6 6LJ



Inspection date	20 October 2016
Previous inspection date	21 February 2013

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

- Leadership and management systems for monitoring the quality of the provision are very good. Members of the committee, the manager and staff review the provision with the involvement of parents. They demonstrate a strong commitment to ensuring sustained improvement.
- Staff support children effectively, so that they acquire skills and a capacity to learn, in order to reach the next steps in their learning. They observe and assess children effectively. They provide activities and support that help children to make good progress.
- Staff are fully aware of their role and responsibilities in protecting children from harm. Their knowledge of the signs and symptoms of abuse and neglect is good.
- Children's social and emotional needs are extremely well met by staff. Relationships between staff and children are strong. Children's emotional security begins with a good settling-in period that is agreed with parents in accordance with their child's needs.
- Children practise their good manipulative skills in a variety of ways. They enjoy taking part in mark-making activities and they learn to use tools, such as scissors.
- Parents share positive views about the provision. They say that communication between themselves and staff is very good.

It is not yet outstanding because:

- Children are not fully supported in putting their own thoughts into words while talking with staff or when they ask them questions.
- Children are not consistently supported in independently investigating and combining different media and materials, in order to explore their own ideas and creativity.

What the setting needs to do to improve further

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

- give children more support in putting their own thoughts into words when questions are asked of them, in order to extend their thinking and communication skills
- extend opportunities for children to independently investigate a wider range of media and materials and explore their own ideas and creativity.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with committee members and the manager of the pre-school. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and necessary suitability checks for staff have been completed. Recruitment, selection and induction procedures are thorough. Staff are aware of the local referral procedures to follow if they are concerned about a child. The manager uses her knowledge and experience to monitor the effectiveness of teaching and learning. Staff also observe the practice of colleagues, in order to share ideas about effective teaching. The committee and the manager ensure that staff keep their knowledge about early years issues up to date. As part of procedures to review and improve the provision, the manager communicates with representatives of the local authority. She attends meetings where providers operating in the local area share early years information and good practice ideas. The manager seeks feedback from parents about the quality of the provision verbally and through a questionnaire.

Quality of teaching, learning and assessment is good

Staff ensure that children are challenged effectively to reach the next stage in their development. They use their observations, assessments and information from parents to ensure that children make good progress. Group times are organised well to hold children's interest. Staff use visual aids effectively to gain children's attention and encourage them to listen. Picture cards are used to identify different songs and children confidently choose which ones they would like to sing. They join in enthusiastically with the actions while singing. Children choose to join in when a staff member suggests that they use spoons to scoop the seeds out of pumpkins. They use their good manipulative skills while doing so and as they carefully deposit the seeds into small pots. Children say that they will plant the seeds in the garden, so that they will grow.

Personal development, behaviour and welfare are good

Children play in a welcoming environment. They are safe, secure and happy. Staff support children's good health effectively. They provide healthy snacks and encourage children to be physically active. Outdoor play is easily accessed in a fenced area adjacent to their playroom. Children also practise physical skills while visiting a play park that is very close by. Children understand and adopt healthy habits, such as good hygiene practices. Staff boost children's self-esteem through praising positive behaviour and their efforts and achievements. Children gain a good understanding of differences in society, for example, as they learn about different cultures, traditions and beliefs.

Outcomes for children are good

Children make good progress in their learning. They develop good skills in readiness for the move on to school. Children are prepared well emotionally for moving on, as links with the local school are good. Older children independently manage their self-care needs. They are supported in managing some risks for themselves, for example, while they are climbing. Pencil control is developing well and children learn to use tools, such as scissors, safely and competently. Children count while they play and their understanding of shape and size is promoted well by staff.

Setting details

Unique reference number	220203
Local authority	Northamptonshire
Inspection number	1063724
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	16
Number of children on roll	24
Name of registered person	Yelvertoft Pre-School
Registered person unique reference number	RP906973
Date of previous inspection	21 February 2013
Telephone number	07874 661813

Yelvertoft Pre-School was registered in 1992. It employs six members of childcare staff. Of these, five hold appropriate early years qualifications from level 2 to level 4. The pre-school opens term time only from 9am until 3pm on Mondays, Tuesdays, Thursdays and Fridays and from 9am until 1pm on Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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