

Alpha Pre-School

Westfield Terrace, Higham Ferrers, Rushden, Northamptonshire, NN10 8BB



Inspection date

2 December 2016

Previous inspection date

27 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

- Children are happy and enjoy spending time in this caring and friendly provision. They rapidly grow in confidence because of the good relationships they have with the staff and with each other.
- The well-qualified staff team make good use of the space available to support children to make choices and to become active learners. Children are inquisitive and have plenty of opportunities to freely explore, investigate and use their senses during activities.
- Good partnerships with parents are in place which help to ensure that children are provided with the right level of help and support from the start. Termly meetings with parents help to keep them informed of their child's progress. Staff also share ideas with parents on how they can further support children's learning at home.
- The leadership and management of the pre-school are strong. The manager, with the support of the committee and staff, works effectively to help ensure that all aspects of the provision meet the needs of the children. They gain feedback from parents and children to help them identify their strengths and weaknesses. This helps them to prioritise areas for further improvement.
- Good partnership working with professionals and other local settings helps to contribute to children's well-being and ensures continuity for children's care and future learning.

It is not yet outstanding because:

- Sometimes, children are not provided with enough time to think about and respond to questions that staff ask.
- Children have limited opportunities to explore and learn about the natural world.

What the setting needs to do to improve further

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

- enhance teaching skills to encourage children's thinking and allowing children time to response to questions and formulate their answers
- develop further opportunities for children to experience and explore the natural world.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning in the inside and outdoor areas. The inspector and the manager conducted a joint observation.
- The inspector spoke with the manager and to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documents, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector took account of parents' views from statements provided by them for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust policies and procedures are in place to ensure that staff are recruited safely and are suitable to work with children. Staff access regular training to keep them up to date with any changes in government policy and to refresh their knowledge. They have a good understanding of child protection procedures. For example, they are able to identify the indicators of possible abuse and know the reporting procedures, should they have a concern. The manager and committee ensure that staff receive regular supervisions and yearly appraisals to review their practice and discuss any concerns. All staff are committed to continuing their own professional development. They regularly access training to further develop their knowledge of good childcare practice. The manager monitors the progress made by different groups of children. She uses this information to identify any gaps in learning or the provision.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff have a good understanding of how children learn and develop. They make regular observations of children's learning. This information helps staff to make accurate assessments of children's progress and effectively plan for what they need to learn next. Staff take account of children's current interests when planning and this helps to promote their progress in all areas of learning. Children develop their creativity and interest in making marks. They enjoy using paintbrushes and water to create patterns and marks in the outside area. Staff promote children's mathematical skills through routine play and conversation. Children are encouraged to explore and draw shapes. Staff help children to recognise the shapes by pointing out the differences between them. Staff provide good support for children's communication and language development. They introduce new words and help them to develop their speech and vocabulary.

Personal development, behaviour and welfare are good

Children come into the pre-school happy and motivated to play and explore. They behave well and display good manners. Staff act as good role models. They encourage children to be kind towards each other and take turns. Children develop meaningful friendships with one another as they learn to play cooperatively. Children have good opportunities to learn about keeping themselves safe and the importance of healthy lifestyles. For example, staff teach children about how to stay safe when they are out. Children learn about road safety and staff teach them how to safely use a pedestrian crossing. During snack time staff talk to the children about the benefits of eating a balanced diet and participating in regular exercise.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their move on to school. Children develop increasing confidence in making choices and interacting with adults and other children. They learn to be independent with their self-care needs, such as washing their hands before having snack and putting their own coats on. They listen carefully to what adults have to say and follow instructions well.

Setting details

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|--|---|
| Unique reference number | 219921 |
| Local authority | Northamptonshire |
| Inspection number | 1063717 |
| 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 | 26 |
| Number of children on roll | 54 |
| Name of registered person | Alpha Pre-School Committee |
| Registered person unique reference number | RP909394 |
| Date of previous inspection | 27 February 2013 |
| Telephone number | 07966 512389 |

Alpha Pre-School has been running for 50 years. The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications at level 2 or level 3. The manager holds a qualification at level 4. The pre-school opens from Monday to Friday, during term times only. Sessions are from 8.45am until 11.45am every morning. Afternoon sessions run from 12.30pm until 3pm on a Tuesday, Wednesday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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