

Paulerspury Pre-School

Village Hall, High Street, Towcester, NN12 7NA



Inspection date	1 February 2017
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

- The pre-school is well established within the community. Parents speak very positively about the care and education their children receive, and the guidance they get to support their child's learning at home.
- The staff are very friendly, approachable and are positive role models for children. The effective key-person approach helps children to build good relationships, and to feel confident and secure.
- Children enjoy playing with a wide range of good quality toys and resources. Activities are based on children's interests and the environment supports their independent play and learning well.
- Teaching across the pre-school is consistently good. Children show they are interested and motivated to play and learn. Staff's accurate assessments of children ensure that any need for early intervention is identified promptly and additional support is sought.
- Partnerships working with professionals and other providers are very strong. Information about children's care and learning is shared in great detail. This helps to promote a continuous approach to children's learning and care.

It is not yet outstanding because:

- Occasionally, staff are too quick to offer children an answer and do not allow them enough time to think and come to their own conclusion.
- The monitoring of staff performance is not sharply focused on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- enhance children's opportunities to think through their answers and give children the time they need to respond to questions
- sharpen the focus on performance management so that staff have more opportunities to build on their practice, in order to raise the quality of teaching to outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 manager.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The manager has an accurate understanding of the quality of the provision. She considers the views of staff to further develop the pre-school. Staff are well qualified and supported by regular supervision and staff meetings which contribute towards ongoing improvements. The arrangements for safeguarding are effective. Staff recognise the signs and symptoms of possible abuse and neglect. They know what to do if they have concerns regarding a child's welfare. Recruitment and vetting procedures are robust and a thorough induction process ensures that staff are suitable to work with children. Comprehensive policies, procedures and risk assessments are in place and implemented efficiently by the staff.

Quality of teaching, learning and assessment is good

Staff have an in-depth knowledge of how to support children, in order to learn. They carry out detailed observations of children during play and use these to plan appropriate activities which extend and challenge individual's learning. Children have many opportunities to explore and make discoveries. For example, children's imagination is inspired as they use the role play garage to mend cars and plan trips around the country, using the map to find places they are going to visit. Children's literacy development is well supported. For example, they learn to recognise the letters in their names as they self-register. They use engaging learning programmes on tablet computers and show focus and dexterity as they touch the screen. Children make marks with paint and delight in using pens attached to cars. Staff model good language and effectively introduce new vocabulary and words into conversations.

Personal development, behaviour and welfare are good

Children settle well and build positive, affectionate relationships with the adults who care for them. They behave very well. Staff are deployed appropriately throughout the pre-school, promoting an ethos of mutual respect and supporting children's understanding of diversity. They reinforce good manners and encourage children to take turns, and to listen to each other. Children learn to be independent and rely less on adults. For example, snack time is self-service and they are keen to access this without help. Staff talk to children about the importance of healthy food. Children's physical development is promoted well as they run, jump and manoeuvre wheeled toys around a track. The pre-school has invested in the outdoor area, which provides children with a well resourced and exciting area.

Outcomes for children are good

All children make good progress in all areas of development from their starting points. This includes children who benefit from funded education and those who have special educational needs and/or disabilities. Children are enthusiastic and develop confidence in their own abilities. They learn to manage their own care needs and enjoy the responsibility of small tasks, such as pouring their own drinks. Children are successfully acquiring the key skills they need to move on to the next stage of their learning or school.

Setting details

Unique reference number	EY485006
Local authority	Northamptonshire
Inspection number	1003355
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	26
Number of children on roll	30
Name of registered person	Paulerspury Pre-School
Registered person unique reference number	RP534253
Date of previous inspection	Not applicable
Telephone number	07851 296 392

Paulerspury Pre-School was re-registered in 2015. The nursery employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 3 and one at level 6. One member of staff holds early years teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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