

Boddington Pre-school

Village Hall, Warwick Road, Upper Boddington, Daventry, Northamptonshire, NN11 6DH



Inspection date

22 June 2017

Previous inspection date

12 July 2013

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is inadequate

- Management and accountability arrangements are not rigorous to ensure those in charge have a secure understanding of their individual roles and responsibilities.
- The committee has failed to provide Ofsted with the required information for checking the suitability of each individual person associated with running the provision. This compromises children's safety and welfare.
- The committee and manager have not ensured that there are enough qualified staff working in the pre-school on all days, in order to meet the requirements.
- Sometimes staff are so over enthusiastic with their questioning, that they do not give children enough time to gather their thoughts and respond during activities.

It has the following strengths

- Children develop a good awareness of healthy lifestyles. They enjoy helping themselves to, and making nutritious snacks, such as fruit kebabs.
- Children are well behaved. Staff have high expectations of children and set clear boundaries. They play cooperatively with their friends and are kind and respectful.
- Partnerships with parents are strong. They regularly share information about children's progress and suggest ideas to further support learning at home.
- The manager seeks the views of parents and children to evaluate the effectiveness of the pre-school. For example, parents now benefit from more flexible opening hours.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure that all persons who are legally responsible for the pre-school have a secure understanding of their roles and responsibilities, including the requirement to notify Ofsted of any changes to nominated individuals associated with the running of the provision | 21/07/2017 |
| <ul style="list-style-type: none"> ■ provide Ofsted with all the necessary information in order to complete the required checks on the suitability of those individuals legally responsible for the running of the pre-school, including details of the nominated person | 21/07/2017 |
| <ul style="list-style-type: none"> ■ ensure that the minimum qualification requirements or above are maintained at all times. | 07/07/2017 |

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

- allow children time to share their thoughts and give answers to questions during conversations.

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 spoke with staff and children during the inspection, and completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provision is operating without a nominated person in place, and members of the committee are not known to Ofsted. The committee has failed to notify Ofsted of changes to the individuals associated with the running of the provision. They have not supplied Ofsted with the required information regarding new members of the committee, including information about the nominated person who has legal responsibility for the provision. This means that the pre-school is overseen by some individuals whose suitability has not been fully assessed. In addition, the committee and manager have not identified that they are working under the required ratios for qualified staff on certain days. Staff know the signs and symptoms of abuse and the procedure to follow should they need to report concerns. The manager supports staff in their roles through supervision, appraisal and staff meetings. They undertake training to help stay aware of current guidance and practice. Partnerships with the local school have been established and staff share relevant information to support children's continued care and learning.

Quality of teaching, learning and assessment is good

Staff join in with children's play and enhance their learning. For example, children enjoy exploring and chopping different vegetables. Staff extend their knowledge and successfully encourage them to identify the names and colours of these. Children demonstrate persistence and work cooperatively. They listen and follow instruction well. During a game of sound lotto, they listen attentively to the different noises and correctly recognise the sounds. The staff know children well. They regularly observe children to find out what they know and can do. They accurately monitor children's progress to ensure there are no gaps in their learning or development.

Personal development, behaviour and welfare are inadequate

Weaknesses identified in the leadership and management of the pre-school compromise children's safety and welfare. Staff help children to understand the importance of exercise and the positive effects it has on their physical health and well-being. They practise balancing on beams and manoeuvre wheeled toys around the outside area. They learn about how to protect themselves from harm. For example, they exercise care when chopping with knives and in wet weather they consider the risks of walking down the stairs to the outside area. Staff have established secure attachments with the children, which helps to foster their emotional well-being.

Outcomes for children are good

All children are making good progress in their learning and are well prepared for their move on to school. Children are motivated and demonstrate good attitudes for successful learning. They join in with group activities and are equally content to independently find things to explore and play with. Children demonstrate good language skills and routinely use mathematical language in their play.

Setting details

| | |
|--|---|
| Unique reference number | 219930 |
| Local authority | Northamptonshire |
| Inspection number | 1063718 |
| 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 | 10 |
| Name of registered person | Boddington Playgroup Committee |
| Registered person unique reference number | RP522007 |
| Date of previous inspection | 12 July 2013 |
| Telephone number | 07507086975 |

Boddington Pre-school registered in 2000. The pre-school employs three members of childcare staff, of whom two hold appropriate early years qualifications at level 3. The pre-school opens term time only, from Tuesday to Thursday, from 8.30am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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