

# Towcester Scout Hall Pre-School



The Scout Hall, Baden Powell Crescent, Towcester, Northamptonshire, NN12 6DS

<b>Inspection date</b>	2 February 2018
Previous inspection date	14 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 flourish and make good progress in their learning and development. They have access to a wide range of interesting toys and resources that provoke their curiosity and motivate their learning.
- Children develop good speech and language skills. Staff encourage children to contribute to discussions and engage in conversation with them. Staff make good use of questions to encourage children to share their thoughts and ideas.
- Children form close bonds with staff. They listen and follow instructions well, and play cooperatively with each other. Staff act as good role models and encourage positive behaviour. Their calm approach and positive interactions help children to learn what is expected of them.
- Partnerships with parents are strong. Staff regularly share information about children's progress and development. Twice yearly meetings offer parents an opportunity to discuss their child's learning in more detail with their key person.
- The leadership and management of the pre-school are good. The management committee and the manager work closely together to monitor the quality of the provision. The manager regularly collects feedback from staff and parents, and uses this information effectively to drive forward future improvements.

**It is not yet outstanding because:**

- The organisation of some daily routines does not always support children's independence and engagement.
- The management team has not yet fully considered how the professional development of the staff team can be enhanced, to raise the quality of teaching even further.

## What the setting needs to do to improve further

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

- help extend learning opportunities for independence and further support children's engagement
- strengthen the programme for identifying the professional development needs of staff, so that it focuses more precisely on raising the quality teaching, knowledge and skills to the highest level.

### 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 evaluation of an activity with the manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the procedures to follow if they have any concerns about a child. They complete regular safeguarding training to update and refresh their knowledge. Good procedures for recruitment, and checking of staff's ongoing suitability, are in place. The manager is conscientious and enthusiastic. She shows a commitment to supporting the staff in their roles, and reviews their practice regularly to help improve outcomes for children. The manager monitors the progress of groups of children closely, and swiftly addresses any gaps in children's learning. Additional funding is used well to help support children's individual needs. Very effective working partnerships with other professionals have been established. This collaborative approach helps to ensure all children make good progress.

### Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning and accurately identify what they need to learn next. Children enjoy imaginative play. For example, they pretend to make birthday cakes using dough. They carefully mould the dough into a round shape and add candles. Staff skilfully follow children's interests to promote their mathematical development. For instance, they ask them questions about the shape of their cake and encourage them to count the number of candles they have on it. Staff support early literacy skills well. Children show a keen interest in books and anticipate what will happen next in stories. Staff provide many different ways for children to develop good hand-eye coordination. For example, children use tools, such as pipettes and tweezers, to transport objects and water from one place to another.

### Personal development, behaviour and welfare are good

Staff provide a warm and friendly environment for children and their families. Parents are welcomed into the pre-school and staff get to know them and their children well. Children are sociable, they make new friends and settle quickly. Children are very independent. They benefit from being able to choose to play indoors or outdoors. Staff promote healthy lifestyles well. A good range of outdoor activities help children to develop strong physical skills. For example, children build tall towers and make different structures using a range of tools and resources. Children gain the confidence and skills to manage their own self-care needs, such as toileting and washing their hands.

### Outcomes for children are good

Children are well prepared for their next stage in learning and develop the skills that will support them when they make the move on to school. Children are confident and demonstrate positive attitudes to their play and learning. They make choices about where and what they want to play with. For example, outdoors, they explore the flow of water, and test out their ideas using different lengths of pipe. Children develop an interest in books and stories. They readily write for a purpose and confidently use numbers in their play.

## Setting details

<b>Unique reference number</b>	219963
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1087665
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Towcester Scout Hall Pre-School Committee
<b>Registered person unique reference number</b>	RP521955
<b>Date of previous inspection</b>	14 January 2014
<b>Telephone number</b>	07980 525116

Towcester Scout Hall Pre-School registered in 1979 and is run by a committee. The pre-school is open from 9am until midday, Monday to Friday, during term time only. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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