

Titchmarsh Pre School

The Clubroom, 19 High Street, Titchmarsh, KETTERING,
Northamptonshire NN14 3DF



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| Inspection date | 28 January 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| Effectiveness of 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

- All children, including those with special educational needs and/or disabilities, make good progress in their learning and development. Additional funding is used well. For example, children benefit from one-to-one support and enrichment opportunities to help them achieve the best possible outcomes.
- Children's language and communication development is promoted well. Staff engage children in conversations and commentate on what they are doing. They use strategies, for example visual clues and sign language, to help accelerate children's speech and communication skills.
- The manager has established good partnerships with local schools and other professionals. This helps to provide consistency in children's care and learning and ensures children receive the appropriate help they need. Teachers are invited into the pre-school to meet the children and detailed information is shared with them to support children's move on to school.
- Staff act as positive models. They interact and speak with children in a warm and respectful manner. Children behave well. They listen to and follow instructions, for example remembering to use their 'walking feet' indoors.
- The manager is not always successful in obtaining the views of parents to help contribute to the pre-school's ongoing improvement.
- The manager does not focus precisely on what individual staff need to do to raise the quality of their teaching 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:

- build on the good partnerships with parents and explore more ways for them to contribute to the pre-school's continued improvement
- enhance the process for supporting and coaching staff to help build on their good practice and raise the quality of teaching to the highest level.

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 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 staff working in the nursery.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Recruitment and induction processes are robust. Staff demonstrate a good understanding of child protection matters and know how to keep children safe. They regularly refresh their child protection training and update their knowledge of wider safeguarding issues. Staff know how to report any concerns about a child's welfare. Staff regularly share information with parents about children's progress and suggest ideas on how learning can be further supported at home. Parents' meetings and termly progress reports help to keep parents updated on their child's learning and development. The manager demonstrates a commitment to providing high-quality care and learning for all children. She works in partnership with the committee to help her reflect on the provision and implement further improvements.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff observe and monitor children's progress to identify any gaps in their learning. They use the information gained to precisely plan activities that meet children's interests and learning needs. Staff skilfully extend children's learning and encourage them to follow their own play ideas. For example, they provide a range of engaging opportunities that help children to broaden their understanding of the world. Children particularly enjoy using torches to explore the 'dark tent' and investigate the effects as they shine the torches on different objects. Staff are deployed well and actively join in children's play to enhance their engagement.

Personal development, behaviour and welfare are good

Staff develop positive relationships with the children. They are friendly, patient and are responsive to what children do and say. Children are happy and their emotional well-being is promoted well. Children are keen to explore their surroundings and take part in the exciting activities. They enjoy daily opportunities to spend time outdoors. Children confidently use a range of equipment to develop their physical skills. For example, they test out new ways to use the balance beam. Children also explore and extend their creative skills as they build structures using cardboard boxes and large wooden reels. Staff promote children's understanding of healthy eating. They provide a range of healthy snacks and lunches and talk with children about foods they are eating. Children demonstrate good independence skills and positive hygiene routines. For example, they know to wash their hands before eating and tidy away their own plates when they have finished.

Outcomes for children are good

Children achieve well and develop key skills to prepare them for their next stage in learning and their move on to school. Children gain confidence in their own abilities and are developing a positive attitude towards learning. Children build lasting friendships and are beginning to respect the needs of others. Younger children enjoy sharing books and listening to stories. Older children recognise numbers and use positional language in their play.

Setting details

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| Unique reference number | EY540169 |
| Local authority | Northamptonshire |
| Inspection number | 10089800 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 31 |
| Name of registered person | Titchmarsh Pre-School |
| Registered person unique reference number | RP540168 |
| Date of previous inspection | Not applicable |
| Telephone number | 07879072796 |

Titchmarsh Pre School re-registered in 2017. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 6. The manager holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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