

Croughton Pre-School

Croughton Village Hall, Wheelers Rise, Croughton, Northamptonshire
NN13 5ND



Inspection date	14 February 2019
Previous inspection date	18 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The management committee has not ensured that all committee members follow the necessary procedures in order for Ofsted to complete the required suitability checks.
- Staff do not always identify ambitious outcomes when planning what older children need to learn next. They miss opportunities to ask challenging and targeted questions to help enhance the thinking, knowledge and skills for this group of children.
- Staff do not always gather enough information from parents to help them quickly establish links with other professionals involved in supporting children's care and learning.

It has the following strengths

- Staff get to know children's preferred ways of learning well. They help children to develop their writing and mathematical skills through their interests. For example, staff help children who prefer to learn outside to make marks on chalkboards in the garden and to count the stones they find.
- All children are learning the key skills that will help ensure they are suitably prepared for starting school. For example, staff work well in partnership with parents to help children learn to use the toilet independently.
- Staff are positive role models. They show children how to listen well. Staff give children time to put their ideas into speech. At story time, they remind children to put on their 'listening ears', and children listen well as staff read to them.
- Staff are kind and comforting in their interactions with children. They gently but firmly help children to behave well.

What the setting needs to do to improve further

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

	Due date
provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee.	12/03/2019

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

- identify more ambitious expectations for older children's learning and improve questioning techniques to help them make better than typical progress consistently
- seek more specific information from parents to promptly identify any other professionals involved in supporting children's individual needs and establish a fully shared approach to children's care.

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 and nominated person. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector held discussions with the local authority adviser who was present for part of the inspection.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not checked that all required information is submitted to Ofsted to ensure full checks are completed for all committee members. These members have been in post for a significant period of time. That said, they do not have any unsupervised access to children and do not have any responsibilities for staff recruitment or staff management. They have completed Disclosure and Barring Service checks, meaning that this does not have an impact on children's health and safety. Safeguarding is effective. The manager takes appropriate steps to ensure the ongoing suitability of staff. She provides regular supervision of staff and helps them raise their early years qualification levels. This has helped staff observe and assess children's abilities more accurately. The manager includes the views of staff, parents and the local authority to help make some well-planned improvements. Parents are very positive about the provision.

Quality of teaching, learning and assessment is good

Staff plan activities each week that help older children learn to match letters to the sounds they represent. They help children to copy their names on their artwork. Staff introduce opportunities for children to count and to recognise numbers. They consider the needs of younger learners well. Staff help two-year-old children learn to join in songs, for example by copying gestures first. They have created an area of the room where younger children may rest. Staff use teaching strategies, such as visual clues and sign language, to help close any gaps in children's communication skills. They provide many activities that help support children's knowledge of the natural world. Children build sanctuaries for beetles. Staff teach children to look at the detailed features of objects and wildlife.

Personal development, behaviour and welfare are good

Staff remind children how to keep safe when they use the park equipment. They teach children to wash their hands after using the toilet. Staff help children to value each other's differences. They encourage children to care for their environments, for example when tidying away toys. Staff provide cuddles and reassurance for children. They work well with parents to help children settle quickly. Staff continue to share information with parents about their children's activities and learning.

Outcomes for children are good

Children are happy and confident learners. The manager regularly checks children's progress. This helps ensure that children with special educational needs and/or disabilities make sustained progress, and gaps in their development close. Older children count and recognise numbers, for example when playing with battery powered toys. Children are imaginative as they pretend to cook in the 'mud kitchen' outside. They list ingredients and pretend to make food for the birds. Children learn to be independent and sociable.

Setting details

Unique reference number	EY233529
Local authority	Northamptonshire
Inspection number	10065164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Croughton Pre-School Committee
Registered person unique reference number	RP520729
Date of previous inspection	18 November 2015
Telephone number	01869 811968

Croughton Pre-School registered in 2002. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am to 1pm on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. 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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