

# Duke Street Pre-School

Burton Latimer Methodist Church, Duke Street, Kettering NN15 5SG



<b>Inspection date</b>	28 March 2019
Previous inspection date	31 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The manager and staff have successfully implemented effective changes since the last inspection. They have worked closely with the local authority and precise action plans and rigorous monitoring by the manager have been instrumental in securing rapid improvements.
- Children benefit from a strong key-person system. Staff understand children's individual needs well and work closely with parents to offer consistency of care. Children are happy and settled at pre-school.
- Staff provide a welcoming, well-resourced and nurturing learning environment which allows children to increase their independence and self-confidence. They plan a broad range of learning experiences and activities that children enjoy. All children make good progress from their individual starting points.
- Staff observe children carefully and assess what they know and can do and consequently, what they need to learn next.
- Although the manager monitors individual children's progress well, this is not as effective when monitoring the progress made by different groups of children.
- Although arrangements are in place to improve the quality of teaching, these are not yet sharply focused in order to raise the quality of staff practice to a consistently good level.
- The manager has not fully considered all ways to gather and evaluate others' views in her self-evaluation. She does not use this information to help raise the good 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:

- strengthen the systems for monitoring the progress made by different groups of children to identify gaps in areas of learning and development more precisely
- continue to build on the arrangements to support staff's practice to focus on raising the quality of teaching so that children make consistently good progress
- strengthen the evaluation of the pre-school and include the voices of parents and children more effectively.

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

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know the procedures they must follow in the event of a child protection concern about a child in their care. They also know what to do in the event of an allegation made against a member of staff. The manager carries out effective recruitment and induction procedures to ensure staff are suitable for their role. Staff carry out thorough risk assessments and remove any hazards that may harm a child. They work well together to make sure they deploy themselves effectively and supervise children well at all times. Staff benefit from regular meetings with the manager, which helps to identify further training opportunities to improve outcomes for children. Parents comment that they are pleased with the good progress their children make. In addition, they appreciate the support they and their children receive from the attentive staff.

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

Staff plan learning opportunities that are guided by children's natural interests and curiosities. For example, when playing outside, a child notices a ladybird and the staff encourage the other children to look for ladybirds. The children show excitement as they find a ladybird and display amazement as the ladybird flies away. The staff encourage children to count the ladybirds collectively as they find them. This helps with children's mathematical understanding. Staff promote children's developing language skills effectively. For example, they talk with children while playing with them and provide a narrative for them to hear. Parents enjoy the stay-and-play sessions in which they talk with staff about their child's development. The staff also provide information to parents about how they can further aid their child's learning at home.

### Personal development, behaviour and welfare are good

Staff are very welcoming and create a friendly environment. Children feel secure and know what to expect throughout the session. For example, children eagerly take part in the morning routine of choosing their snack and who the snack helper will be for the session. During snack time, staff talk to children about foods that are good for them. Children's behaviour is very good; they are helpful towards each other. For example, one child helps another child to put on their apron ready for painting. Also, another child helps them place their name card the correct way up. Children thoroughly enjoy the opportunity to have fresh air and engage well in outdoor play. They have good opportunities to challenge their physical skills. For example, they confidently move and climb in different ways on the climbing frame. Staff remind children to be safe on the climbing frame and have a sign displayed of how many can use the frame at any one time.

### Outcomes for children are good

Children display a positive attitude to their learning and develop the skills they need for the future, including starting school. They enjoy a familiar story and relish the opportunity to use props to enhance their language and mathematical skills. Children communicate confidently with each other, staff and visitors. They enjoy plenty of opportunities to practise their writing skills and to use numbers as they play.

## Setting details

<b>Unique reference number</b>	EY501295
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10085433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Jones, Lesley Anne
<b>Registered person unique reference number</b>	RP911019
<b>Date of previous inspection</b>	31 October 2018
<b>Telephone number</b>	01536724883

Duke Street Pre-School registered in 2016 and is located in Kettering. The pre-school employs three childcare practitioners, including the manager/owner. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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