

Long Buckby Pre School



Baptist Church, Market Place, Long Buckby, Northamptonshire NN6 7RR

Inspection date	16 July 2019
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of 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

- Committee members do not have a secure understanding of their responsibilities. As a result, they do not fulfil their leadership and management duties effectively. They have not provided Ofsted with the necessary information to carry out checks to determine the suitability of all committee members. This compromises children's safety and welfare.
- The leaders for safeguarding children do not obtain and share information with other agencies that are involved in protecting individual children's welfare. This means they are not sufficiently protecting vulnerable children from harm.
- At times, staff do not notice when quieter and less-confident children seek their attention. They miss opportunities to help these children to join in fully with activities.

It has the following strengths

- The manager has strong links with the local primary school. She uses these links to help children to make the move to school with confidence. She provides many opportunities for the children and teachers to get to know each other. The teachers come to the pre-school to stay and play with the children. The manager sets up shared events with the local schools, such as sports days.
- Staff keep parents well informed about their children's activities and development. They engage parents to support their children's learning at home. Staff recently encouraged parents to grow and measure sunflowers with their children.
- Staff provide children with a stimulating and welcoming environment both indoors and outdoors. They help children to be independent and make their own choices. Children enthusiastically explore the wide range of toys and resources freely.

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 to carry out suitability checks for all committee members	19/08/2019
improve knowledge and understanding of statutory requirements, especially in relation to the types of changes that must be notified to Ofsted	19/08/2019
ensure staff who are designated to take the lead responsibility for safeguarding have a secure understanding of their role and share information effectively with other professionals working with children, including social services.	19/08/2019

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

- support staff to be more alert to those children who need a little more help to fully engage in activities.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager, a committee member, and the deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Vicky Weir

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The management committee does not have a thorough understanding of its responsibilities to meet the statutory requirements. Members of the management committee have failed to provide Ofsted with the required information to ensure suitability checks are completed. This includes members of the committee who are involved in the recruitment of staff, the reviewing of policies and safeguarding. This is a breach of legal requirements of the early years foundation stage. The designated safeguarding officers do not regularly gain or share information with child protection agencies who are involved in supporting children and their families. This means they are not always aware of any additional support required to help protect children from harm. The manager ensures the ongoing suitability of all staff. She ensures all the staff know the signs that may indicate a child protection concern. The manager and special educational needs coordinator monitor children's development well. They use this information to help close any gaps in children's learning. The manager regularly observes staff to monitor their practice. She provides support that helps staff to develop their teaching skills. For example, some staff have improved their questioning techniques to help children learn. Staff express that their manager is very approachable and that she helps to boost their confidence. The manager encourages staff to attend training and develop their qualification levels. She considers the views of parents, staff and the local authority adviser. The manager reflects on some aspects of the provision to identify improvements. For example, she has created an enticing role-play provision based on children's interests. This has helped to enhance boys' imaginative play.

Quality of teaching, learning and assessment is good

Staff use their accurate assessment of children's development to identify the next steps in their learning. They use spontaneous moments in children's play effectively to help them achieve these next steps. For example, during conversations that children initiate, staff help them to compare the length of objects, such as their feet. Staff work well together to provide a consistent approach that helps children to close gaps in their learning. For example, they help children build on their use of single words to develop simple phrases. Staff help children to develop their thinking and mathematical skills well. They help children to notice the detail in patterns. This helps them to complete jigsaws successfully. Staff read to children in a lively and engaging way that supports their interest in books. They help younger children to consider the marks they make when painting. This all helps to support children's literacy skills well.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean children's well-being and safety cannot be assured. Nevertheless, staff are warm and friendly in their interactions with children. They help children to adopt a healthy lifestyle. Children gain plenty of fresh air and exercise in the garden area. They climb, run and use ride-on toys. Staff explain to children that they will be strong if they eat healthy food. They teach children how to play safely and how to consider the consequences of their actions. For example, when children are moving backwards on the ride-on toys, they learn to look behind them. They know that this will help to prevent an accident. Staff teach children to welcome other

children into their play and share toys. Children behave well.

Outcomes for children are good

The manager ensures effective use of additional funding for specific children. This enables these children to strengthen areas in their individual learning. Children gain key skills that prepare them well for future learning and for starting school. They gain secure literacy and mathematical skills. Older children learn to read numbers and match these to the correct quantities. They confidently read their names. Younger children gain secure communication and physical skills. They use describing words such as 'shiny'. Older children confidently explain their ideas. For example, they say, 'If it's not shiny then it means it's not a real crystal'.

Setting details

Unique reference number	220210
Local authority	Northamptonshire
Inspection number	10072584
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	46
Name of registered person	Long Buckby Pre-School Committee
Registered person unique reference number	RP908419
Date of previous inspection	19 January 2016
Telephone number	01327 844785

Long Buckby Pre School registered in 1971. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications. The pre-school opens from 9am to 3pm, Monday to Thursday, during term time only. It 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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