

Inspection of Bushytails Pre-School

Kingsthorpe Village Primary School, Knights Lane, Northampton, Northamptonshire
NN2 6QL

Inspection date: 13 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted warmly by staff on their arrival to pre-school. Those that are less confident to separate from their parents are reassured sensitively by staff. Children are encouraged to talk to staff about how they feel, and have their feelings acknowledged. Children are sociable and friendly. They demonstrate positive relationships with each other and with staff. Children settle quickly and show that they feel safe and secure.

Children have access to a range of resources. They are free to make choices in their play. However, some play spaces and storage areas are cluttered and overloaded with equipment. Sometimes, children have difficulty in finding what they want to play with. On occasion, noise levels are high, resulting in children not concentrating on their chosen activities. That said, children are excited and eager to learn and join in with activities that interest them. However, staff do not make the most of these opportunities. They do not always have high enough expectations of what children can achieve to build on what children already know and can do.

Children are familiar with the sequence of the day. They know to wash their hands when they arrive at pre-school. Children can choose when and what to have to eat from the 'snack bar'. They decide if they would like to play indoors or outside.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, the manager and staff have worked together to make improvements to the quality of the provision. They have completed some training to help update their knowledge and skills. However, arrangements for the ongoing supervision and coaching of staff are not effective. The manager does not help staff to reflect fully on what they have learned. Staff do not use this new knowledge well to help make consistent changes in order to further improve their practice and experiences for children.
- Children have fun at the pre-school. They demonstrate a strong interest in the natural world and enjoy playing outside. They dig for worms in soil and use magnifying glasses to get a closer look. Children identify that some worms are bigger than others. They enthusiastically share their discoveries with staff and visitors. Staff respond positively to children's interests. However, the lack of a clearly planned curriculum results in children's interest being lost. At times, staff miss opportunities to expand on children's knowledge and understanding further.
- Staff welcome all children into the setting and, overall, know children and their families well. They gather useful information from parents about children's individual needs and experiences from home. This includes details of those who

need extra support. Staff encourage a continuous two-way exchange of information with parents. They provide daily feedback and encourage parents to view and make comments about their children's learning through online learning records. Parents comment that they feel well informed and that their children are well prepared for their move onto school.

- Children benefit from opportunities to develop their physical and creative skills. They explore a range of different materials and media in the creative area. Children paint pictures and make marks using brushes on paper and use their fingers in trays of coloured salt. Children enjoy water play outside. They show good hand-to-eye coordination as they pour water from one container to another. Children watch closely as staff show them how water falls through the holes of sieves. They show their delight as the water falls onto their hands.
- Children have access to a selection of books. On a one-to-one basis with staff, they show good levels of concentration and interest in non-fiction books. Children demonstrate a good knowledge of the subject matter and answer and ask questions confidently. However, group story times are less well planned by staff. They are less successful in capturing all children's engagement. For some children, the chosen stories are too complex and they lose interest quickly. At times, it is hard for children to hear as noise levels rise as children shout out and talk over each other.
- Overall, children are independent and behave well. Staff encourage children to do things for themselves, such as chopping fruit at snack time. They help children to learn how to share and take turns. However, children are not consistently encouraged or motivated to tidy away toys when they have finished playing. This contributes to the increasingly untidy and, at times, hectic learning environment throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They have updated their knowledge of child protection procedures. Staff are aware of the signs and indicators of when a child may be at risk of harm. They know how to report any concerns. The manager ensures that she implements appropriate recruitment and vetting procedures to ensure all staff are suitable to work with children. Risk assessments of the premises identify hazards to children and staff take action to minimise them. Staff deploy themselves effectively to ensure that children are supervised appropriately. Effective arrangements for the safe arrival and collection of children and security of the premises are in place.

What does the setting need to do to improve?

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

	Due date
improve arrangements for support and coaching of staff to help them develop their personal effectiveness to improve the learning and development experiences for children	19/08/2021
provide a clearly planned curriculum in order to expand and consistently challenge children's learning, and to help prepare them for their future learning	19/08/2021
improve the organisation of play areas, including the resources and equipment, in order to create a calm and positive learning environment for all children.	19/08/2021

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

- review the arrangements for large group activities, such as story time, to ensure all children benefit from quality learning experiences.

Setting details

Unique reference number	EY271062
Local authority	West Northamptonshire
Inspection number	10151620
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	34
Name of registered person	Bushytails Pre-School Committee
Registered person unique reference number	RP521717
Telephone number	07765 970 912
Date of previous inspection	12 March 2020

Information about this early years setting

Bushytails Pre-School registered in 2003. The pre-school is located on the site of Kingsthorpe Village Primary School, Northampton. The pre-school employs 10 members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications: three at level 5, two at level 4 and three at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm, with a lunch club on Monday to Thursday from 11.45am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Muddimer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of activities and assessed the impact this has on children's enjoyment and learning. She completed a joint observation and a learning walk with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of feedback from parents.

We carried out this inspection 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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