

Inspection of Crick Pre-School

Crick CP School, Main Road, Crick, Northampton, Northamptonshire NN6 7TU

Inspection date: 22 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly at pre-school. They are happy to see their friends and invite them to sit by their side when they arrive. With help from staff, children learn how to build positive friendships where they cooperate with others effectively. For example, during a game outside, staff suggest how children can work together to find items to work as builders and make a 'patio'.

Children enjoy art activities. They look closely at sunflowers and listen to staff as they talk to them about the different colours in the sunflowers, and the paint they can use. Children concentrate as they create their picture after thinking about what colours to use. Children are eager to learn and they show confidence to take part in the activities. They are excited to make music using a range of shakers, maracas and drums. Children show their friends how to use their hands and beaters to play the drums, and how to shake the maracas to make sounds.

Children feel secure and benefit from the positive relationships staff have with their parents. Daily communication takes place between parents and staff about their child's care needs and the activities they have done at pre-school and at home. This contributes to children receiving a consistent approach to their care and learning.

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

- The management and staff team work very well together. They share a positive and reflective approach to their work, and they know the children well. Staff are effective in planning activities to help children build on what they already know and make progress towards their next steps in learning. Staff help children to learn through consistently positive interactions and they are very encouraging for children to keep trying when they find tasks challenging. For example, staff suggest to children to try turning the train track pieces around to fit them together.
- Staff feel supported and valued by the management team. They have regular supervision and staff meetings, where they review their practice, pre-school policies and focus on their professional development, relating to how they interact with and teach the children. The manager actively coaches newly qualified staff to develop their confidence to work closely with parents.
- Staff talk to parents and children about the experiences they have at home and use the information to plan activities to broaden children's experience. For example, children have access to a wide range of books, which is especially beneficial for those children who may not have access to books at home. Staff sit with children to read stories to them. This then encourages children be curious about books, open them up and look at the pictures. Children confidently

talk about their favourite books and show them to their friends and visitors to the pre-school.

- Staff promote children's developing communication and language skills well. They speak simply and clearly to two-year old children and new children so they can understand what is expected of them and get to know the pre-school routine. Staff use questions effectively to help children think about how they can extend their own play and they give children time to think about what they want to say. Children have plenty of opportunities to share their ideas and news as natural and relaxed conversations between staff and children take place throughout the day.
- The clear communication from staff helps children to behave well and manage their feelings. Children learn about working together and taking turns through discussion with staff. For example, during a large group activity, children know they need to wait for their turn to use the large drum and most manage this well. Those who need additional support are treated calmly by staff and all children enjoy the praise they receive when they have their turn. However, on occasion, large group activities are too long and complicated for some children, and they become distracted and lose interest.
- Staff are effective at meeting each child's individual needs and in promoting their emotional well-being. Children are confident to approach the staff for reassurance when they need it. Staff have effective care practices in place to ensure children's comfort and safety, managing children who have allergies and helping children be independent in the bathroom.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the staff have improved their knowledge of safeguarding issues, particularly around their understanding of the 'Prevent' duty. All staff have done training specifically related to this aspect as well as refresher safeguarding training. This ensures their knowledge is up to date and they know how to recognise, report and record any safeguarding concerns. Effective risk assessments and vigilant staff supervision during play promotes children's safety at pre-school. There are effective procedures for the recruitment and regular checking of existing staff to ensure that they are and remain suitable to work with children.

What does the setting need to do to improve?

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

- improve the organisation of large group activities to ensure that they are meaningful for all children taking part.

Setting details

Unique reference number	EY477818
Local authority	West Northamptonshire
Inspection number	10144356
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Crick Pre-School
Registered person unique reference number	RP533701
Telephone number	07964 108009
Date of previous inspection	8 January 2020

Information about this early years setting

Crick Pre-School was registered in 2014 and is managed by a committee. It is situated on the site of Crick CP School, located in Crick, Northamptonshire. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications between level 3 and 6, including one with early years professional status. The pre-school opens from Monday to Friday during term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of pre-school group time with the manager.
- The manager and inspector completed a learning walk together so the inspector could understand the intent for the curriculum.
- The inspector spoke with the manager, the nominated person and with members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children during the inspection.
- The inspector spoke to some parents during the inspection and took account of their views.

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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