

Inspection of Clarence House Wellingborough Preschool

23-25 Cedar Way, Wellingborough NN8 4SL

Inspection date: 4 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school happily and quickly settle. They are greeted eagerly by their friends and by friendly staff. Staff work well to meet the individual needs of children and ably share relevant information that parents give to them across the pre-school team. Children feel safe here. They have strong relationships with staff and are quick to ask them for support. Children practise and develop their social skills. They learn how to be kind to their friends and are learning to share with each other.

Staff have high expectations for children's learning. They plan a curriculum that is matched to children's interests and their learning needs. Children enjoy learning both indoors and outdoors. All children, including children who speak English as an additional language, are learning to communicate well. Staff use spontaneous activities to support children to extend their mathematical knowledge. For example, when children paint, they practise naming colours and name the shapes they are creating. Staff find out what children are interested in and use this to encourage them to talk to others. For example, children talk about the fruit at snack time and about experiences from home, such as a recent trip to the shop to buy strawberries.

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

- Staff use an established pre-school routine to structure the day for the children. Children follow the routine well, sometimes without staff needing to prompt them. For example, at snack time, several children independently wash their own hands before sitting at the table. Other children need support and staff are attentive to their individual needs. Staff plan effectively for all children, including those who speak English as an additional language and children with special educational needs and/or disabilities.
- Children settle quickly and this means they are ready to learn. Staff support all children to understand and manage their own behaviour. For instance, when two children struggle to share at the sand tray, staff support them, engage them in conversation and offer them different resources. Staff encourage children to think about each other and talk to children about sharing and taking turns. However, sometimes, behaviour can escalate, and some staff need further support to manage this.
- Staff encourage all children to develop physical skills indoors and outdoors. Outdoors, there is room to run around and climb, along with places to dig and explore. Indoors, children are exploring toy crocodiles in a sand tray. Children work with staff to access information about crocodiles on a laptop. After watching a short video clip of a crocodile, staff encourage children to copy the crocodile as he slowly wades through the mud before swimming fast through the

water.

- During play, children talk about the crocodile's teeth being dirty and why teeth need to be clean. They spend time with staff, who sometimes support their knowledge and understanding in a variety of ways. For example, through discussion, staff find out what a small group of children already know and then extend this through sensitive questioning and computer-based research. However, staff do not consistently develop and extend learning opportunities that build on children's thinking and/or sustain their interests. For example, staff busily prepare a painting activity and miss an opportunity to work with children who are keen to explore mixing colours.
- Staff take account of children's backgrounds and any feedback from parents. Staff work with parents to support children through transitions, such as toilet training and changes in sleep patterns. Staff share information about children's development with parents using an online system and face to face during drop-off and collection times. Parents know who their child's key person is and know who to talk to if they need support or information. Parents speak highly of the home-from-home care that their children receive while they are at pre-school.
- The leadership team supports all staff to engage with training, including apprenticeships, in-house training and degree-level development. The leadership team implements a robust recruitment process and staff are supported to work across all areas of the pre-school. Staff comment that they feel highly valued and supported in their work with children.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and pre-school staff understand how to keep children safe. Staff know the signs of abuse and neglect and recognise the importance of updating their knowledge of the 'Prevent' duty guidance and of issues such as county lines. They have clear policies and procedures that support them with reporting concerns about children's welfare and the behaviours of adults. Staff understand the whistle-blowing policy and who they can talk to about their concerns. Staff keep carefully updated records regarding children's healthcare needs. There is a robust process for recruiting new staff and ensuring the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- provide appropriate support for staff to help them manage children's behaviour
- strengthen staff's teaching so that they can consistently help children to know more and learn more.

Setting details

Unique reference number	EY492914
Local authority	North Northamptonshire
Inspection number	10076547
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 at time of inspection	3 to 4
Total number of places	21
Number of children on roll	36
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01933 778112
Date of previous inspection	18 April 2016

Information about this early years setting

Clarence House Wellingborough Preschool registered in 2015. It is linked with an adjacent nursery and is one of 10 early years settings managed by Clarence House Day Nurseries Ltd. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at levels 2, 3 and 4. The pre-school opens from Monday to Friday, all year round. Sessions are from 8.30am until 6.30pm on Monday to Wednesday, and 8.30am to 5.30pm on Thursday and Friday. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Karen Siddons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The manager and inspector completed a learning walk together.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school lead.

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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