

Inspection of Bellinge Community Pre-School

Fieldmill Square, NORTHAMPTON NN3 9AQ

Inspection date: 21 June 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop a love of books. They listen to staff as they read a book about a very hungry caterpillar. Children are active participants as they use props provided by staff to support the theme of the book. Staff ask, 'Who's got the apple?' and children enthusiastically shout out names as they identify who has each piece of food. This helps to support children's communication and language skills.

Children form close bonds with staff. They affectionately hug staff on arrival and seek them out when upset. Children's emotional development is supported. Staff know children well. They help children to feel safe as they understand children's interests and what supports them to settle. Children are beginning to develop in confidence but happily return to the security of key staff for reassurance.

Children learn about different animals. Staff recognise that not all children have pets. As a result, staff and parents bring in family pets to visit children. For instance, they bring in a guinea pig and children learn about what they eat, where they sleep and what their fur feels like. Children develop respect for, and learn how to be kind and caring to living creatures.

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

- Overall, children behave well. For example, during snack time children are polite and say please and thank you to staff. While playing outdoors, children work together and attempt to tie a friend's shoelace. However, staff do not consistently provide children with clear explanations about why they should follow rules. This means that children do not always fully understand the consequences of their actions.
- Staff work in close partnership with parents. This helps staff gain an insight into children's interests and family culture. Staff provide parents with regular updates on children's progress. They sensitively support parents. For example, they hold one-to-one meetings with parents to discuss where children may benefit from referrals to other professionals and agencies.
- During a singing activity, staff engage with children and support their mathematical development. For instance, staff use their fingers to count the number of current buns with the children. However, staff deployment is inconsistent. Consequently, there are occasions when children are not fully engaged or supported to further extend their learning.
- The manager supports staff in their ongoing professional development. For example, staff access training designed to help the increased needs of children as a result of the COVID-19 pandemic. Following this, staff recognise the benefits of allowing children sufficient time to think and be able to respond to questions.

- The curriculum is well planned. This is because staff make effective use of assessment. They accurately identify children's achievements and level of development. Staff use this knowledge to plan activities based on individual interests and what they want children to learn next. Children's development is routinely monitored. This helps staff to check that all children make progress in relation to their starting points.
- Children develop an awareness of their own personal care needs. Older children confidently use the toilet. They understand the importance of handwashing and this is carried out at appropriate times throughout the day. This helps to minimise the risk of infections and illness. For instance, children wash their hands on arrival to the setting, after using the toilet and prior to eating.
- Staff help children to feel safe and secure and develop a sense of belonging. For example, staff learn key words to support children who speak English as an additional language. Additionally, children enjoy tasting food from different cultures. This helps children to feel valued and promotes their understanding of their community and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake risk assessments to ensure the safety of children. This includes the identification of measures to reduce risk. They teach children to respect animals and discuss how to keep themselves safe. They know who to contact should they have safeguarding concerns about a child. Staff understand the action to take in the event of allegations raised against a member of staff. Children's absences are monitored, and staff take appropriate action to ensure children's welfare is promoted. There is a robust safeguarding policy in place, which staff are familiar with. Staff complete relevant safeguarding updates to ensure that their knowledge is current.

What does the setting need to do to improve?

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

- strengthen strategies to promote positive behaviour, so that all children are clear on the expectations for their behaviour and possible consequences of their actions
- review staff deployment, so children are consistently engaged in learning to achieve the best possible outcomes.

Setting details

Unique reference number	220141
Local authority	West Northamptonshire
Inspection number	10138502
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	30
Number of children on roll	60
Name of registered person	Bellinge Community Pre-School Committee
Registered person unique reference number	RP907462
Telephone number	01604 409375
Date of previous inspection	9 December 2014

Information about this early years setting

Bellinge Community Pre-School registered in 1978. It is situated in the Bellinge area of Northampton. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 3, including one with early years professional status. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation on a group activity with the manager.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents to gain their views of the setting.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.

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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