

Inspection of Stanion Pre School

Stanion C of E Primary School, Cardigan Road, Stanion, KETTERING NN14 1BY

Inspection date: 6 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress at this friendly pre-school. They become deeply engaged in high-quality learning opportunities, both indoors and in the extensive garden areas. For example, children delight at exploring sensory play in their outdoor kitchen. They use different herbs and flowers to create special 'cakes' for their friends.

Children demonstrate high levels of curiosity when exploring their environment. Staff ask thought-provoking questions and support children to reach their own conclusions. For example, children discover an unusual insect in their 'bug hotel'. Staff encourage them to describe its unusual features. Children dash excitedly to their noticeboard and use their observations to identify the insect.

Children of all abilities receive high-quality learning experiences that support their individual needs. Staff interact well with children during activities, adapting their approach to meet each child's specific needs. For example, a large group of children explore a farm shop activity. Staff encourage young children to count potatoes into their shopping bags. Together with staff, they explore the textures of various vegetables. Staff model new vocabulary when describing the 'bumpy' cauliflower and 'fuzzy' beans. Older children carry out more challenging tasks, with staff's support. They weigh out vegetables, identify numbers on the scales and calculate how much their shopping will cost.

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

- Children behave well in the pre-school. They are kind to one another and follow the setting's rules well. Staff implement highly effective strategies to support children's understanding of the need to play cooperatively. For example, children independently use sand timers and a register system to monitor the time they spend exploring popular activities.
- Children's transitions are well planned and executed. Staff engage exceptionally well with the local primary school. They work together with teaching staff to create unique transition plans to meet the specific needs of individual children. New children settle swiftly in the pre-school and are sensitively introduced to their new routines from the start. For example, children attending their first session are supported to follow snack time routines. They pour their own drinks, prepare their snacks and tidy away afterwards.
- Relationships between staff and parents are of a high standard. Parents take an active role in supporting the pre-school. They use their skills and knowledge to support children's learning. For example, parents help maintain the garden area, sharing their expertise with children. Parents are complimentary about the nurturing care staff provide. They acknowledge how this supports children's

well-being and progress.

- Staff place sharp focus on developing children's communication skills. They provide additional learning opportunities for children who need more support. For example, staff conduct daily small-group story sessions. Children use props and puppets to explore new sounds and extend their vocabulary.
- Children with special educational needs and/or disabilities (SEND) receive high levels of support. The manager demonstrates great integrity when distributing additional funding. She ensures that all children have access to equal learning opportunities in the pre-school. The manager and staff work closely with other professionals to support children with SEND. They share detailed assessments and observations as well as seeking ideas and advice. This enables pre-school staff to further support children's progression.
- Staff interact well with children throughout the day. They support children's learning and development and their understanding of appropriate behaviour. For example, children know they must tidy toys away so they do not get lost or broken. Staff turn this routine into a game that supports children to identify initial sounds in words. However, the same high-quality interactions between staff and children are not consistently observed during lunchtime routines.
- The manager is committed to supporting the progression and well-being of all staff. She conducts regular supervisions to evaluate staff performance and identify areas for improvement. The manager actively encourages staff to seek out training opportunities to support their knowledge and development. However, the manager does not consistently use such robust methods of evaluation to identify ways to enhance other areas of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff have a strong understanding of their role in keeping children safe. They demonstrate robust knowledge of the signs and symptoms that can indicate a child is at risk from harm. All staff confidently discuss the appropriate referral process to follow if they have concerns about a child. They attend regular first-aid and safeguarding training to ensure that their knowledge remains up to date. Staff complete regular risk assessments of the pre-school and gardens to support children's safety.

What does the setting need to do to improve?

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

- enhance current mealtime routines to provide opportunities that further support children's learning and development
- establish more robust methods of self-evaluation to support the manager and team to raise the quality of practice to an exceptionally high standard.

Setting details

Unique reference number	2643862
Local authority	North Northamptonshire
Inspection number	10295763
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Stanion Pre School CIO
Registered person unique reference number	2643860
Telephone number	07982984790
Date of previous inspection	Not applicable

Information about this early years setting

Stanion Pre School registered in 2021. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from 9am until 3.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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