

# Paulerspury Pre-School

High Street, Paulerspury, Towcester, Northamptonshire, NN12 7NA

<b>Inspection date</b>	16/12/2013
Previous inspection date	02/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy in the pre-school, they share warm relationships with staff and their peers. Therefore, they are settled and confident in their surroundings.
- Children participate in activities that present them with a suitable level of challenge, incorporating the prime and specific areas of learning. Therefore, they are making satisfactory progress.
- Helpful information is provided to parents about the types of food to include in their children's lunch boxes. As a result, children's nutritional needs are supported, helping them to lead a healthy lifestyle.

### It is not yet good because

- Children's exploratory play at times is restricted by staff. Consequently, they do not make their own decisions, express themselves and create art that fully represents their individuality.
- Required records for the safe and efficient management of the pre-school are not fully maintained and available at inspection.
- Staff do not always maximise opportunities for children to become fully independent and do things for themselves, with specific reference to snack time and adult-led activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted joint observations with the manager.
- The inspector held meetings with the manager and chairperson of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

Paulerspury Pre-School has been registered for more than 30 years. It operates from the village hall in Paulerspury, near Towcester in Northamptonshire. There is a ramp at the front entrance. The accommodation consists of one large play room and associated facilities. An outdoor play area is available for outdoor play. The pre-school is managed by a committee made up of volunteers and parents.

The pre-school is registered on the Early Years Register. There are currently 38 children on roll. The group operates term time only, Monday to Friday. Full daycare is available Monday to Friday, from 9am to 3.30pm or children may attend for morning or afternoon sessions within these hours. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. A team of six staff care for children, half of whom hold early years qualifications ranging from level 3 to level 5. The pre-school receives support from the local authority. The pre-school holds Pre-School Learning Alliance membership.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the educational programmes by ensuring children have opportunities to explore media and materials, make their own decisions and express themselves through their art
- ensure all required records for the safe and efficient management of the pre-school are fully maintained and available at inspection. With specific reference to; a record of Disclosure and Barring Service checks for all members of the committee.

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

- utilise all opportunities for children to become fully independent by encouraging them to do more for themselves; with specific reference to snack time and adult-led activities.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Children are making satisfactory progress in their learning and development. Staff are aware of the prime and specific areas of learning. They plan appropriate opportunities to support these areas indoors and in the outdoor play area. A balance of adult-led and child-initiated activities is provided, taking into account children's age and level of development. Some staff ensure that teaching methods support children in their exploratory play, enabling them to make their own decisions and express themselves. However, this approach to teaching is not consistently applied throughout the pre-school. As a result, some areas of children's learning are compromised. Each child is assigned a key person, who completes planned and spontaneous observations of their learning. This information is then used to make assessments about what children need to do next or where they may need additional support. Children's identified next steps are then used to inform future planning of activities. Staff are currently re-developing their arrangements to inform parents of their children's next steps in their learning, in order for this to be more frequently discussed. Parents are provided with information everyday about the activities their children have participated in. Staff also share with parents their children's achievements. For example, they share that they have observed children in the home corner building relationships and talking to their peers. Annually, parents are invited to attend a progress meeting to discuss their children's development with their key person. As a result, parents are suitably informed of their children's learning.

Some arrangements are in place to support children with special educational needs and/or disabilities and children with English as an additional language. Staff find out about the language children use at home from their parents, when they start attending the pre-school. Therefore, they are aware of their backgrounds and language they may use. Children have some opportunities to progress in their communication and language development. For example, staff engage them in conversations about what decorations they have on their Christmas trees at home. They ask them some open-ended questions, such as 'what do you have on the top of your tree?' Children keenly share 'I have a big angel', others share, 'mine has a star on the top'. Adult-led group activities encourage to take turns and listen to one another. As a result, they all have opportunities to share and recall their experiences from home.

Children are cared for in suitably planned, spacious area. Resources are organised, encouraging children to make choices about what they would like play with. This practice effectively supports their development in readiness for school. At snack time children fetch their own plate, serve their own toast and pour their own drinks. As a result, they are learning some skills in becoming independent. However, these skills are not always fully maximised. Staff sometimes do too much for children, that they could do for themselves. For example, at snack time they wipe away small spillages and put empty cartons that children identify as 'empty' in the bin. In addition, during some adult-led activities, staff open the plastic containers, shake excess glitter and snow off children's pictures and carry their creations to a nearby shelf to dry. Consequently, this means children do not develop strong skills in becoming independent.

**The contribution of the early years provision to the well-being of children**

Settling-in arrangements are sensitive towards individual children's needs. Staff encourage parents to stay with their children at the pre-school for as long as they feel is necessary. Therefore, children's emotional security is maintained. Staff share warm relationships with children and support them as they separate from their parents and carers. At the onset of care, time is spent with parents getting to know them and their child. Staff ask questions about children's individual care needs and obtain some information on their current stage of development. Therefore, parents' knowledge of their children's development is valued and staff can provide care tailored towards children's individual needs. Transitional arrangements effectively support parents and their children, as they move onto school. For example, teachers from local school are invited to come and meet children in the pre-school. Therefore, they begin to build new relationships in environments they are familiar with.

Children's personal, social and emotional development overall is satisfactorily supported. Staff are generally effective in implementing the nursery's handling children's behaviour procedures. They help children to understand how to behave well and consider the safety of themselves and others. For example, staff explain to them why they must not run indoors. Children's self-esteem is promoted by staff, who regularly praise children for a job well done. For example, they praise them for sitting patiently, waiting for a turn to talk and for counting two triangles of toast onto their plates. Children enjoy being with their peers and have fun at this pre-school. For example, they laugh when their small hand-held trucks collide. Older children confidently share with the inspector who their friends are and who they like to play with. Some resources that reflect positive images of race, culture, religion and disability are easily accessed by children. Staff are also currently creating banners to display children's work and material that promotes inclusion. Consequently, all children and their parents can be made to feel welcome.

Children's good health is well-supported. They are encouraged to take exercise and have access to fresh air and outdoor play everyday. Children have opportunities to dig in the mud with spades, fill small trucks with soil and make marks and patterns in a large tray of oats, mixed with water. Staff support children well in understanding the importance of being healthy. They participate in activities and discussions with them about food that is good to eat, thus promoting their understanding of a healthy diet. Good levels of information is shared with parents through discussion and displays. This includes information about 'good foods' and 'exciting alternatives' other than sandwiches to include in their children's lunch boxes. The nursery have achieved a level five rating in food hygiene and children are encouraged to clean their hands after using the bathroom and prior to eating food. In the event of an accident involving a child, or a child becoming ill at pre-school staff can give appropriate care as they are qualified in first aid.

### **The effectiveness of the leadership and management of the early years provision**

Required ratios are consistently met and children are well supervised at all times. Risk assessments ensure potential hazards involving children are minimised. For example, staff have made the Christmas tree put up in the play room by the village residents, inaccessible to children. Procedures for recruitment, selection and induction are clear and

vetting procedures for staff are completed. Staff are recruited through interview, references are undertaken and an induction programme is in place. Therefore, this ensures staff are clear about their roles and responsibilities from the outset. All adults, including committee members are checked to determine their suitability, through Disclosure and Barring Service checks. Records of these disclosures are maintained for all staff working directly with children. However, no record is held by the pre-school about checks completed on committee members and is therefore, not available at the inspection. Staff have opportunities to attend training and three staff are currently undertaking childcare qualifications. Many staff are qualified in first aid and as a result, children can be appropriately treated in the event of an accident. Management and staff are aware of procedures they must follow to safeguard children. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible. Therefore, children are suitably safeguarded.

There is suitable capacity for continuous improvements. Management and staff have suitably met the recommendations raised at the last inspection. This has positively impacted on children's learning and safety indoors. Management suitably monitor the delivery of the educational programmes, including the teaching methods used by staff and children's learning. As a result, children are making satisfactory progress. Management welcomes support from local authority development workers with regard to improving practice and current priorities for improvement are accurately identified. For example, management are presently working towards developing the outdoor area. Parents are involved in the self-evaluation process. They are encouraged to share their views through completing comment forms. This enables management to consider parents views when identifying their strengths and areas for improvement.

Inclusion is suitably addressed as arrangements have been established to support children with special educational needs and/or disabilities and children with English as an additional language. Staff effectively work alongside other professionals and other providers in the event of children attending more than one setting. Satisfactory arrangements are in place to share information with parents about children's current stage of development. Regular communication through a variety of methods helps to ensure parents are fully informed about their children's care and well-being. This is achieved, for example, through verbal communication and written information in home link books. Parents spoken to at the inspection, overall speak positively about many aspects of the pre-school. They share that staff are very warm towards them and their children and are very friendly. They especially appreciate that their children are happy to come to pre-school and that staff tell them about their children's achievements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	219959
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	871261
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Paulerspury Playgroup Committee
<b>Date of previous inspection</b>	02/07/2009
<b>Telephone number</b>	07851296392

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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