

# Paulerspury Pre-School

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

<b>Inspection date</b>	01/12/2014
Previous inspection date	16/12/2013

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

## The quality and standards of the early years provision

### This provision is good

- Staff complete regular and accurate assessments of the children. This information is effectively used to plan appropriate, challenging activities across all areas of the children's learning and development.
- Staff respect all children and demonstrate a caring manner towards them. This has a positive effect on the children's emotional well-being because they settle well and demonstrate that they feel secure.
- Management and staff understand their roles and responsibilities in relation to child protection procedures in the event of a concern about a child in their care. This ensures children are protected at all times.
- Partnerships with parents are effective. They are involved in the care and learning of their children, which ensures they receive appropriate care, support and continuity in their learning.

### It is not yet outstanding because

- There is capacity to develop the range of activities and resources provided outdoors, to enable all children to fully express and extend their own play and ideas while playing outside.
- Children's independence and enjoyment in their activities are occasionally hindered at the start of the pre-school session. This is because the staff are sometimes stretched to set up the room in the designated time before the children arrive.

## 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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the hall and outdoor area.
- The inspector held meetings with the nominated representative of the committee and the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with a member of the management.

## Inspector

Ann Austen

## Full report

### Information about the setting

Paulerspury Pre-School has been registered for more than 30 years and is on the Early Years Register. It is run by a committee of parents and 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 playroom and associated facilities. An outdoor area is available for outdoor play. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one with Qualified Early Years Teacher Status. The pre-school operates during term time only, Monday to Friday, from 9am to 3.30pm. Children attend for a variety of sessions. There are currently 27 children on roll who are in the early years age group. The pre-school provides funded early education two-, three- and four-year-olds.

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

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

- enhance children's outdoor learning by extending the range of outdoor activities and resources to enable all children to fully express and extend their own play and ideas
- enhance children's independence from the time that they arrive at pre-school, for example, by making sure that all resources are accessible and available to them, to fully support the activities that they choose to engage in.

## Inspection judgements

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

Staff understand that young children become familiar with their environment through relating and communicating with others and engaging physically in their experiences. As a result, children develop firm foundations in their learning and development in readiness for school. For example, staff successfully use group time to develop children's listening and speaking skills. As a result, older children share their news, while their friends sit and listen. In addition, older children are encouraged to use language to answer questions. For example, children painting and decorating their snowmen explain that a snowman is 'icy cold' and needs a hat and scarf to keep him warm. All children thoroughly enjoy singing rhymes together and complete the associated actions with growing precision. For example, children enthusiastically practice a song about a Christmas puddings in preparation for their Christmas concert. Furthermore, staff support children to develop their technology skills. For example, older children are beginning to complete simple programmes on the computer.

Children eagerly enter the pre-school at the start of the session and seek out their friends

to share experiences. For example, children chat to one another as they dig and explore the soil and play with their friends in the role-play area. Staff build on the children's interests as they play and effectively shape their teaching strategies, language and questioning techniques accordingly. For example, staff support children to complete more complex puzzles and encourage them to work out how the vehicles and trains will reach their destinations. In addition, staff successfully support less confident children to use the scissors correctly. As a result, children persist and demonstrate that they are very proud of their achievements. Children enjoy playing in the outdoor area. For example, they plant flowers and herbs and energetically use the spades to dig in the soil. In addition, staff demonstrate to the children how to hula hoop and roll the hoops along the ground. As a result, children copy and have a go themselves. However, staff do not always consistently plan a wider range of activities or provide sufficient resources to enable children to fully explore, build and role play within this environment.

Parents are valued as active contributors to their child's learning and development. Communication throughout the pre-school is friendly and purposeful. For example, parents are encouraged to provide information about their child's achievements and stage of development on entry before a baseline assessment is completed by the manager. Staff subsequently observe children during their play and use this information to plan appropriate, challenging activities across the seven areas of learning. Additionally, staff understand the requirement to complete the progress check for children between the age of two and three years, so that she is aware of their progress at this stage. Parents receive regular newsletters, can talk to their child's key person daily and receive consistent updates on their child's progress. For example, parents receive regular written summaries of their child's progress throughout the year and home-link books provide daily accounts and sometimes photographs of their child's time at the pre-school. In addition, parents are encouraged to support their children's learning at home. For example, to go on mini-beast hunts with their children and to look out for different species of birds.

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

Children are happy, settled and enjoy their time at the pre-school. Staff develop positive relationships with the children and their families. This is further enhanced by the successful implementation of the key-person system, which provides consistency for the child and their parents. Staff invite new parents and their children to the pre-school before they attend. They take time to find out about each child's background, preferences and usual routines. This helps to ensure continuous and consistent care for the children and effectively aids transitions from their home into the pre-school. Staff respect all children and demonstrate a caring manner towards them. This has a positive effect on children's emotional well-being because they settle well and display a sense of security. For example, children snuggle into the staff to listen to a story and confidently move around the room selecting the resources they want to play with. Staff understand the importance of emotionally preparing and supporting older children as they move on to Reception class at school. For example, staff create 'transition boxes' filled with objects relating to starting school and the new experiences the children will encounter. In addition, local school teachers are invited to come and meet children in the pre-school, which supports the development of new relationships.

Staff are deployed well and work hard to create a welcoming and appropriately resourced environment. However, occasionally they are stretched to set up the room in the designated time before the children arrive. For example, children playing in the mud are not initially provided with a wide range of equipment to fully support their enjoyment and enhance learning opportunities. Additionally, the outdoor area is not set up and the portable sink was not initially provided in the art area to enable the children to wash their hands after messy play. Consequently, children's independence and enjoyment in their activities are not always sufficiently maximised from the time they enter the pre-school. From a young age, children are encouraged to develop the habits and behaviour appropriate to good learners, and to take account of their own needs and those of others. For example, staff reaffirm the pre-school rules at the start of the session, such as the need to use 'kind hands' and 'kind words'. Additionally, children value praise for what they have done well. This subsequently boosts their self-esteem and gives them the confidence to persist with their task. Staff develop children's awareness of safety and how to stay safe. For example, children learn how to use the scissors carefully and are taught how to cross the road safely during outings around the local community.

Children's good health is effectively assured. Staff hold paediatric first-aid certificates and accurate records are maintained of any accidents or any medicines administered. In addition, staff encourage children to be active in the fresh air. For example, children enthusiastically dig for 'buried treasure' in the outdoor area and participate in music and movement sessions in the hall. Staff members are clear about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Healthy snack options are provided and snack time provides opportunities for children to develop their independence as they learn to pour their own drinks and butter their fruit loaf. Additionally, care routines are organised to support children's continuing independence. For example, children are encouraged to independently wash their hands before having snack and after using the toilet. Visitors to the pre-school, such as the dentist, support children to develop their understanding of the importance of regularly cleaning their teeth.

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

Management and staff understand their role and duty to protect children from harm. They know the signs of abuse and neglect. In addition, written safeguarding procedures, local guidance and appropriate contact details of professional agencies are in place to support staff practice. Recruitment procedures are secure, which ensures only those suited to working at the pre-school are selected. For example, references are taken up prior to staff beginning at the pre-school. In addition, all adults, including committee members, are checked to determine their suitability through Disclosure and Barring Service checks. New members of staff follow a secure induction procedure, which ensures they are familiar with all health and safety policies and procedures. Daily risk assessments ensure potential hazards are minimised. For example, staff ensure that the safe barrier leading to the kitchen remains closed throughout the session and the front door is locked to prevent intruders entering the premises. Required ratios are consistently met and the children are

supervised at all times. For example, due to the layout of the premises, children are always escorted to the toilets. Additionally, staff remain very vigilant when the children play in the outdoor area due to the adjoining communal park.

Management effectively monitors the delivery of the educational programmes, including teaching methods used by the staff to support children's learning. In addition, the deputy of the pre-school is beginning to use cohort tracking documents to monitor children's progress and any gaps in the delivery in the educational programmes. Staff are suitably qualified for their roles and have a good understanding of the developmental needs of the children attending. This ensures they make good progress in relation to their starting points. Performance management procedures are in place and staff are supported to attend training courses and workshops to develop their existing skills and knowledge. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. For example, there are plans in place to further enhance the security of the outside play area. The actions and recommendations raised at the last inspection have been met, which demonstrates continual improvement. For example, management now ensures that a written record is maintained of the Disclosure and Barring Service checks for all members of the committee. In addition, management seeks advice from local authority development workers with regard to improving practice.

Management and staff develop good partnerships with parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents report complimentary comments about their relationships with the staff and the good progress their children are making. Staff understand the importance of working with other professionals to support children with special educational needs and/or disabilities. This ensures children receive targeted support in order to continue to thrive and make progress. In addition, staff develop good links with local schools and other early years provisions. For example, information about the children's care and learning needs is exchanged. This supports a shared and collaborative approach to the children's learning and development.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	962617
<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>	27
<b>Name of provider</b>	Paulerspury Playgroup Committee
<b>Date of previous inspection</b>	16/12/2013
<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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