

# Inspection of Paulerspury Pre-School

Village Hall, High Street, Towcester NN12 7NA

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Inspection date: 30 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enthusiastically arrive at the pre-school, eager to start their day. They are greeted by friendly welcoming staff who they know well. Children show they feel safe and secure at pre-school as they confidently choose activities and seek out their friends. Children are excited to explore the learning opportunities that staff carefully plan based on children's interests. For example, staff set out dough, candles and cake trays near the role-play area. With these items, children act out real-life experiences, such as birthdays, as they use dough to make cakes and sing 'happy birthday' to each other.

Outdoors, children confidently ride bicycles and climb on equipment, demonstrating good physical development. They manage their own risks as they take turns in climbing, and look out for others while riding on bicycles. Staff weave mathematical language into everyday activities. They talk to children about capacity, size and shape, as children use utensils to fill containers when they scoop and pour water. Children stand on crates and measure who is the tallest, then they count down from five before jumping down shouting, 'blast-off'.

Children's independence is well supported by staff. For example, children are reminded to wash their hands before selecting a snack from the snack tub. Children are taught to take shoes and socks off before taking part in physical education sessions. This helps children to develop some skills for starting school.

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

- The manager and staff have an ambitious curriculum in place to support all children's learning. They have a clear understanding of what it is they want children to learn and plan activities based upon children's interests, experiences and stage of development.
- Care for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. The management team and staff work closely with parents and other professionals to ensure that children get the required levels of support they need. This has a positive impact on the quality of education that all children receive, meaning all children make good progress.
- Children's behaviour is good. Staff support children to take turns and share resources. Children listen well, follow instructions and use good manners. However, at times, children are not consistently reminded of rules and boundaries. For example, staff do not always support children to understand why they should not run around indoors.
- Children are building good levels of communication and language. They confidently talk to staff and their friends and share their thoughts and ideas. Staff promote children's love of books. They enthusiastically respond to

children's requests to share and read stories. Children become engrossed in the story, showing they remember key parts as they repeat phrases.

- Children follow good hygiene routines and learn the importance of living a healthy lifestyle. They enjoy sociable mealtimes with their friends and staff when they discuss foods that are good for them.
- Children's emotional development is embedded well. Staff help children to identify and name their feelings by using games, books and discussion. This supports children to reduce conflict during play and boost their confidence. For example, during play children say, 'Don't do that, it makes me sad.'
- Partnership with parents is good. Parents speak positively about the setting and say that their children enjoy attending. Staff share observations and assessment with parents electronically, so that they are fully included in their children's learning. Parents mention that this makes them feel involved in their child's development and supports them with how to continue learning at home.
- Staff know the children well and how to plan effective structured learning experiences. However, some staff are less secure than others about how to use more spontaneous learning opportunities to challenge children's thinking further and support the overall aims of the curriculum. This means that some meaningful learning opportunities may be lost.
- The managers are passionate about their role and demonstrate they want the best for children and the staff team. They ensure staff's welfare and take time to discuss any well-being issues. Staff report that they are well supported and feel listened to and valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children. They are alert to signs that could indicate a child is at risk of abuse or neglect, and know the steps they would follow to report this. All staff understand how to refer information of a safeguarding nature to other professionals. They understand their responsibility under the 'Prevent' duty guidance and are aware of local safeguarding issues, such as county lines. The manager has in place a robust recruitment procedure and induction process to ensure that all staff are suitable for their roles. Risk assessment is effective, as managers and staff are alert to emerging risks.

## **What does the setting need to do to improve?**

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

- develop a more consistent approach to helping children understand the behavioural expectations of the nursery
- strengthen the support and guidance for staff to help them to raise the quality

of spontaneous interactions with children to the highest level when joining in with children's play.

## Setting details

<b>Unique reference number</b>	EY485006
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10236595
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Paulerspury Pre-School
<b>Registered person unique reference number</b>	RP534253
<b>Telephone number</b>	07851 296 392
<b>Date of previous inspection</b>	1 February 2017

## Information about this early years setting

Paulerspury Pre-School was re-registered in 2015. The pre-school employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 3 and one at level 6. One member of staff holds early years teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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