

Pattishall Pre-school

School Road, Astcote, Towcester, Northamptonshire, NN12 8NN

Inspection date	18/09/2013
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 is satisfactory

- The pre-school's premises are suitable for purpose, having recently been extended. The playroom is bright and resourceful and provides a stimulating environment for young children.
- Children are provided with first-hand experiences to grow plants, fruit and vegetables in the recently developed outdoor area.
- Staff have a clear understanding of how children's learning is richly promoted outdoors, and ensure that daily routines provide free-flow access for all to the outdoor garden.

It is not yet good because

- Daily communication books are sporadically completed by staff, meaning that for some children, learning at home is not fully supported because sharing of information with parents is not consistent.
- Planning lacks detail for key groups of children, resulting in more able children not being sufficiently challenged through precise teaching.
- Staff practice is of variable quality. Some adults are not always familiar with the learning intentions of activities and this means that they are unable to support children's progress with open questioning and appropriate vocabulary.
- Children do not have sufficient and regular opportunities to develop their physical skills.
- Children do not have sufficient opportunities to learn about technology.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises including outdoor areas during the inspection. Information included in a self-evaluation form was taken into account.
- The inspector checked evidence of suitability and qualifications of both supervisors and other staff, and staff ratios in conjunction with the provider's daily registers.
- The inspector looked at a variety of policies and procedures, such as safeguarding and missing child policies, the accident book and fire practise log book.
- The inspector spoke with a number of parents and children on the day as well as the pre-school chair of committee.
- The inspector looked at children's observation and assessment records, planning and children's tracking documentation.
- The inspector carried out a joint observation with one supervisor and held separate and joint meetings with both supervisors and other staff.

Inspector

Tracy Burn

Full Report

Information about the setting

Pattishall Pre-school has been registered for over 20 years and is on the Early Years Register and both parts of the Childcare Register. It is a committee-run group which is situated in the village of Pattishall, Northamptonshire and operates from two areas in the village hall.

The pre-school is open each weekday during term time, from 9.15am to 12.15pm with lunch a club until 1pm. On Thursdays, the pre-school provides an afternoon session from 12.45pm to 3.45pm. There are currently 19 children on roll. Children come from the local area and attend for a variety of sessions. The pre-school supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are four staff employed to work with the children, three of whom hold an appropriate early years qualification. The setting receives support from a local authority and is a member of the Pre-school Learning Alliance.

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 programme for physical development by providing increased opportunities for children to develop their coordination, balance and fitness, for example, through regular use of the available sports hall and the nearby park
- improve planning so that the more able children are appropriately challenged through precise teaching, enabling them to make best progress.

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

- develop the involvement of all parents in their children's learning by improving the exchange of information during the placement and encouraging them to share their views and enhance children's learning and development at home
- ensure that all adults are confident to ask open questions and provide new words and phrases to support the learning intentions of activities
- create opportunities for children to learn about technology, for example, by providing resources, such as torches, toy telephones and programmable toys.

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

Children generally achieve because they enjoy activities which staff plan around observations of their interests and assessments that identify the next steps in their learning. Children's natural curiosity is appropriately stimulated as staff plan a range of activities for them to choose from, which means most of their learning is through appropriate child-led play opportunities. However, some aspects of the seven areas of learning are given insufficient attention. During the inspection there were no opportunities provided to support children's learning about technology. For example, the pre-school does not have a computer and items, such as torches, toy telephones and remote control toys, are not part of the continuous provision. Furthermore, there is insufficient provision for the development of children's physical skills. For example, a large sports hall is not used effectively to offer ball games to develop children's hand-eye coordination. The pre-school does have tricycles, scooters and balls, but these are not freely available. Challenging apparatus, such as balancing equipment, and opportunities for children to climb are only available when staff venture to a nearby park area.

Children attend for a variety of sessions and are cared for in a welcoming environment where they are settled, willing to take part in activities, and appear to be content. For example, a child sits on a floor mat singing to himself while playing with a toy car. Children select resources of their choice from low-level storage units to develop their play and ideas, and move around freely in the organised environment which positively promotes their independence. They show a keen interest in books and stories, which are accessible in an outdoor playhouse as well as indoors. Some staff have good teaching skills which support children's progress effectively. This means that children's early literacy is supported well as they learn new vocabulary and develop their language as they talk about the pictures and predict what happens next. However, some adults are not always familiar with the intended learning outcome of an activity, and this means that they are unable to support children with open questioning and appropriate vocabulary.

Young children use developmentally appropriate toys and games that help them to build and construct and look at number, shape and colour. This makes sure they gain relevant opportunities to develop their understanding of mathematical concepts as they play and progress throughout the pre-school. Children concentrate well as they carefully group objects by type and shape, persisting for significant periods of time until tasks, such as jigsaw puzzles, are complete. They count spontaneously during their play. Children enjoy creative activities and explore freely with different tools and materials. For example, they explore the properties of clay outdoors. Such opportunities encourage children to use their imagination and appropriately develop their concentration and finer physical control as they shape the clay into 'sausage rolls' and 'wiggly worms'. Staff model good sharing, actively dividing lumps of clay. However, some staff do not consistently allow time and space for young children's thought processes. For instance, staff pose questions and subsequently provide children with answers, without allowing them time to think and respond with their own ideas.

Staff observe children while they play and the information is used to plan activities to support their next steps in learning. Observations and assessment records show generally what children can do. While there is some evaluation of activities and this information is used to identify the next steps for individual children, planning sometimes lacks detail and activities for the more able children lack some challenge. However, children do have a positive attitude to learning and make satisfactory progress overall towards the early learning goals. Their developing skills contribute to their future economic well-being and readiness for school. Children enthusiastically sing songs as part of and in front of groups, which shows they feel confident and develop early communication, language and literacy skills.

Parents appear happy with the pre-school and comments received are positive. They say that children are 'settled' and staff are 'approachable.' Opportunities are available for parents to contribute to their children's progress records when observation and assessment records are shared each term. However, daily communication books are sporadically completed by staff, meaning that for some children, learning at home is not fully supported because sharing of information with parents is not consistent. A satisfactory range of information is displayed for parents to see how children learn at the setting. Staff use assessments to complete detailed transitional documents as children

start school, in order to effectively support their transition and enable children to be well prepared.

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

Overall, children benefit from an inclusive environment where the effectiveness with which the pre-school promotes equality and diversity is satisfactory. They have access to a suitable range of resources that help them learn about our similarities and differences including a 'book of emotions' which helps children to understand that their peers have different feelings. Settling-in sessions and meetings with parents provide staff with sufficient information to assess children's starting points and plan appropriate activities. For example, parents complete an 'About Me' booklet which provides relevant information about children's routines at home, what they enjoy playing with and their current likes and dislikes. This enables staff to provide suitable play opportunities that children enjoy to help them settle when they start at the pre-school.

Staff generally take effective steps to promote children's good health and well-being. There is always a member of staff on duty who holds a current paediatric first aid certificate, and clear procedures are in place to care for children who become unwell.

Children's independence is promoted well during snack time because children independently find their own 'snack mat' with photograph, which gives them a sense of belonging. Some children pour milk or water independently from jugs. Children collect cutlery and sit with their friends to wait for snack to be offered. Snacks are varied and healthy and are noted on a white board for parents' information. The positioning of the newly installed children's bathroom area enables children to access the facilities as and when required. Older children quickly learn about health and safety routines within the pre-school and need little reminding to wash their hands with soap and water from low-level sinks after using the toilet and before snack.

Children take risks in the safe and supportive environment, which helps them to become confident in their own abilities. For example, they go up and down the ladder to the outdoor playhouse, safe in the knowledge that staff are nearby to assist if needed. Children develop an understanding of the importance of physical exercise as outdoor play forms a regular part of pre-school sessions. The pre-school has easy access to a large playing field hosting large play equipment, such as a climbing frame, and staff take the children there when the weather allows. Children participate in walks around the village and help to set and care for plants in the outdoor area.

Staff have built positive relationships with most parents and carers. There is a key person system in place to support young children, and staff respond to children well. They make every effort to meet their needs and ensure all children feel included. Children benefit from consistent daily routines which help them understand what will happen next and understand the expectations of them during their time at the pre-school, for example, tidying toys prior to sharing snack. As a result, children are well behaved and cooperate with some boundaries and routines.

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

Clear procedures implemented by staff ensure children's safety is promoted well and they are protected from harm. Appropriate checks are taken out on all staff, and visitor identification is obtained and recorded. Staff are qualified, experienced and deployed effectively to make sure children are properly supervised at all times. Risk assessments are carried out annually and are supplemented by the visual risk assessments carried out daily, and effective measures are in place to eliminate dangers. This ensures potential hazards are minimised and appropriate action is taken to reduce the risk of accidents. Staff are aware of their role and responsibilities in protecting children from abuse. The designated member of staff has attended relevant training and has a sound understanding of signs and symptoms of child abuse. This enables her to provide support and guidance to other staff to implement procedures correctly.

Both supervisors spend time in the pre-school in order to monitor and observe staff practice for continuity of care and to ensure policies are appropriately implemented and children's needs are met. Self-evaluation documents have been completed by the supervisors and were made available at this inspection. These show that recommendations from the previous inspection have been met. However, while improvement has focused on previous actions and recommendations, management are currently working with support from the local authority to introduce peer-on-peer observations as an identified priority from evaluation for continuous improvement.

The effectiveness of the pre-school's engagement with parents and carers is satisfactory. Relationships are positive, enabling staff to become aware of children's changing welfare needs. Links with other agencies, such as the local authority, are established and used as required to support children's needs. Close links have been established with the nearby primary school. For example, reception teachers regularly visit the pre-school and information about the children's learning and development is successfully exchanged, which ensures continuity in the children's ongoing learning and development. Pre-school children are welcomed into the school classroom when they are passing by, which further supports transitions. Links with other providers of the Early Years Foundation Stage with whom the pre-school share the care of children, support children's progress and continuity of care through sharing observations of children's significant interests.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	219958
Local authority	Northamptonshire
Inspection number	928469
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	19
Name of provider	Pattishall Pre-School Group Committee
Date of previous inspection	29/01/2009
Telephone number	07901734460

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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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