

Flore Pre-School

56 High Street, Flore, Northampton, Northamptonshire, NN7 4LW



Inspection date	10 December 2015
Previous inspection date	29 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Since the last inspection the leaders and managers have made rapid and significant improvements to ensure children are safeguarded. They have implemented clear procedures for the notification of changes to the committee and for seeking the required clearances for committee members.
- The managers and staff team consistently provide high-quality teaching for all children attending. They know the children extremely well, always responding to their interests and planning exciting activities that build on what each child can do. This results in children making excellent progress from their individual starting points.
- Partnership working is highly effective. Children have a successful move from home into the pre-school and eventually on to school. Staff fully value parents' input through sharing information from home, and use this to inform their planning for each child.
- Children are central to the staff's practice at this vibrant pre-school. Children clearly show an attachment to the staff as they seek them out, and they thoroughly enjoy the staff's positive and enthusiastic involvement in their play.
- Children are highly motivated and interested to take part in all the activities that are provided for them. They explore different textures and materials and become enthralled with activities that involve sounds, such as a drumming session.
- Children are rapidly developing their independence and skills to support them to be ready for the next stage in their learning. The staff gradually build on their skills as they learn to share and work together.
- The staff team continually reflect on their activity with children, rapidly responding to their changing needs. They are committed to providing children with high-quality care and learning experiences.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to develop their understanding of numbers.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the managers.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is outstanding

The two managers of this small pre-school work exceptionally well with the staff. They have reviewed the systems for safeguarding since the last inspection, clearly defining the procedures for seeking clearances for members of the committee. The arrangements for safeguarding are effective. All staff have a strong knowledge of how to keep children safe and they attend regular refresher training. Staff deployment is effective during the session, which results in children's safety being maintained very well. Detailed, accurate and precise information about children's progress is regularly shared with their parents and used to identify what they need to do next. Specific programmes of support are identified for children to help them catch up as required. The staff receive excellent encouragement to continue to increase their knowledge and practice. The impact of training and supervision on the staff's confidence is evident as they show competent skills in their teaching.

Quality of teaching, learning and assessment is outstanding

Staff ensure that children's ideas and interests are included in the planning of activities. This results in children being excited and eager to take part. Assessments of children's learning are sharply focused and parents comment on how well their children are making progress. Children benefit significantly from the staff's highly positive interactions during play. They are skilled in their teaching and support children to choose what they want to do and allow them to lead the play. They ask very well-placed questions to help children consider how they can extend their interest and recall events from the past. High focus is placed on children's developing communication and language. Staff speak clearly to children, encouraging them to share their ideas through rich and imaginative experiences as they use puppets and books. However, slightly less focus is placed upon children's developing understanding of numbers.

Personal development, behaviour and welfare are outstanding

Children clearly show that they are happy and have a sense of belonging in the pre-school. They choose what they want to do and rapidly get to know the daily routines which support their developing awareness of the benefits of a healthy lifestyle. Younger children know where to find their coats for outside play, choose when they come for a snack and are encouraged to peel their fruit and pour their drinks. Children have a strong attachment to the staff. They enjoy their genuine interest and this results in lively conversation taking place during all activities. Very effective partnership working with the local school means that children are well prepared for moving on when the time comes. Children behave extremely well, they respond well to the staff and are very well supervised. Staff take time to explain gently about the boundaries for safety in a very consistent way, which contributes to their learning.

Outcomes for children are outstanding

Children make swift progress as the staff provide a high-quality environment where they feel happy and relaxed. Any gaps in progress are swiftly identified and additional funding is used effectively to support individual children.

Setting details

Unique reference number	220244
Local authority	Northamptonshire
Inspection number	1014426
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	13
Name of provider	Flore Pre-School Committee
Date of previous inspection	29 April 2015
Telephone number	07415630093

Flore Pre-School was registered in 1992 and is managed by a committee. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 5. The pre-school opens on Monday and Thursday from 8.30am until 3pm, and on Wednesday and Friday from 8.30am until 1pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

