

# Braunston Preschool

Braunston Village Hall, The Green, Braunston, DAVENTRY,  
Northamptonshire NN11 7HW



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 20 May 2019      |
| Previous inspection date | 27 November 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Inadequate  | 4        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Since the last inspection, the manager and committee have ensured that they notify Ofsted of changes to the committee. This ensures that the required suitability checks can be carried out and children's safety is assured.
- Staff encourage children to choose their own activities and children benefit from the staff's positive involvement in their play. Children confidently move toys around to enhance their experiences. For example, they make models from bricks and take them outside to include in their imaginative games.
- Parents and carers speak positively about the pre-school. They comment on the staff team's commitment to meeting their children's individual needs. They are pleased with the progress their children are making, particularly in their confidence.
- Staff help younger children to become familiar with the daily routines. Children choose a plate and cup and serve themselves at snack time. Older children are confident and independent as they talk to staff about the imaginative games they play with friends outside in the garden.
- Children make good progress and learn skills that help them be prepared for the next stage in their learning and for starting school.
- Staff develop positive working partnerships with parents and other agencies who are involved with children. This contributes to a consistent approach to children's specific care needs. As a result, children's needs are met, and their feelings of well-being are promoted.
- On occasions, staff ask too many questions in quick succession and children do not have time to think about what they want to say in response.
- Sometimes, staff do not make the most of opportunities during activities to help children think deeply about how they can solve problems they encounter for themselves.

## What the setting needs to do to improve further

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

- focus more precisely on ensuring children have time to consider their responses to questions before moving on with conversations
- build on children's ability to think deeply about what they are doing during their play and to try and solve problems for themselves.

### 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 the pre-school manager.
- The inspector held a meeting with the pre-school manager and with two members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

#### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are secure arrangements for recruitment, induction and ongoing suitability checks for staff. This ensures staff remain suitable and they understand their role in the pre-school. The manager carries out staff supervision meetings regularly, and staff complete relevant training and qualifications. This increases their knowledge and improves teaching, which helps to support children to make good progress in their learning. Staff have a secure understanding of how to keep children safe and protect their welfare. Staff know about wider safeguarding issues, such as how to identify signs of radicalisation and extremism. The manager and staff have a reflective approach to their work and they value the views and suggestions of parents, carers and children. This helps them to identify their plans for continued improvement.

### Quality of teaching, learning and assessment is good

Staff provide children with a good balance of activities they can choose for themselves. Children are confident to move between their activities and enjoy selecting toys from the picture-labelled storage-boxes. This promotes children's decision-making skills. Children enjoy using tools that support their developing physical skills. For example, they watch as staff show them how to use a pencil sharpener. Children are eager to put the pencil inside, turn the handle and exclaim how sharp the pencil is when they take it out. They explore play dough, squeezing and rolling it with their hands and use a variety of items to make models. Staff know the children well. They understand when to stand back and allow children to explore independently and when to step in to offer support for children to extend their interest. Staff adapt furniture and equipment so that children of all ages and abilities can take part in activities. Staff observe and assess children's learning to plan suitable next steps for their development.

### Personal development, behaviour and welfare are good

Children are very sociable and show that they feel happy and confident in the pre-school. Staff develop secure attachments with children, which encourages children to approach them for comfort and reassurance. Staff help children to learn about taking turns. For example, children wait for a space to be available at the snack table and use timers to help them share favourite toys. Children behave extremely well. They know about expectations because staff remind them about thinking of others. Staff motivate children to join in with the activities and this results in positive behaviour. Staff help children to understand about good health and hygiene. For example, children recognise to replace soap when it runs out, so they can wash their hands and keep clean.

### Outcomes for children are good

All children make typical progress from their starting points, including those who receive extra funding. Younger children's awareness of literacy is developing as they enjoy stories. They join in and point out features of animals in the pictures. Children develop independence. They do things for themselves, such as climbing the steps up the slide. Older children develop an interest in the world. They become fascinated by a snail they find in the garden and watch swallows nesting in the eaves of the pre-school building.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 219931  |
| <b>Local authority</b>                           | Northamptonshire  |
| <b>Inspection number</b>                         | 10086764  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 42  |
| <b>Name of registered person</b>                 | Braunston Pre-School Committee  |
| <b>Registered person unique reference number</b> | RP902093  |
| <b>Date of previous inspection</b>               | 27 November 2018  |
| <b>Telephone number</b>                          | 01788891891   |

Braunston Preschool registered in 1992. It is situated in Braunston, Northamptonshire and is managed by a committee. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.05am until 3.05pm on Monday, Tuesday, Wednesday and Friday. On Thursday the session is from 9.05am until 12.35pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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