

Brington & Whilton Pre-School



Whilton Village Hall, Whilton, Daventry, Northamptonshire, NN11 2QP

Inspection date

11 February 2015

Previous inspection date

19 March 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Practitioners efficiently use observations and assessments to plan for children's future learning. Planning is flexible and activities and experiences are adapted to reflect individual interests and abilities.
- Children treat each other with respect and kindness and they learn to share and take turns. Practitioners are good role models, consequently, children learn to be polite and well-mannered.
- Professional development is actively encouraged to ensure the motivation of practitioners, and good quality care and learning for children is provided. Supervision and appraisals take place regularly and are used to monitor practitioners performance.
- There are warm relationships between the children and practitioners, which promote children's well-being and help to develop their self-confidence. As a result, children enjoy exploring in a safe and secure environment.

It is not yet outstanding because:

- Children do not consistently see words written in other languages to further consolidate their understanding of our diverse society.
- Practitioners do not make best use of the outdoor environment for children to practise and further enhance their physical skills.

What the setting needs to do to improve further

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

- create an even more stimulating environment outside by further increasing opportunities for children to practise their physical skills
- enhance opportunities for children to develop their understanding of how we can communicate in different ways, for example, by providing, signs and labels in different languages.

Inspection activities

- The inspector observed activities in the pre-school and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and spoke to practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection and the views of written feedback from parents.
- The inspector checked evidence of suitability of all committee members, practitioners and their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, practitioner records and a selection of policies and procedures.

Inspector

Hazel White

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children access a wide range of activities that spark their interest and encourage them to explore and be imaginative. Their art work is displayed which gives children a sense of pride. The good use of multicultural resources support children's culture, traditions and beliefs. However, the print rich environment does not include words written in different languages. Consequently, children do not fully extend their understanding of our diverse society. Children thoroughly enjoy writing their own stories and are developing good literacy skills. They competently use a camera to take photographs which they add to their story book. Acquisition of such skills prepares children for the next stage of their learning and moving on to school. Children show great excitement as they take part in a treasure hunt in the Spinney. They have lots of fun looking for, and working out the clues which will lead them to a teddy bear. Learning is further extended as children gather twigs and bark to construct a bear's house. However, although children gain a good understanding of the natural world there is less emphasis on extending their physical skills when outdoors.

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

Children enjoy their time in the homely village pre-school. They develop close relationships with practitioners and with each other. This supports children emotionally for the next stage in their learning. Children are very familiar with the routine, self-registering, placing their lunch boxes on the table next to their name cards and hanging coats on their labelled peg. Consequently, children gain good independence and show a good level of responsibility for their age. This prepares children well for their move to school. Children develop a good awareness of their personal safety and are well behaved because group rules are consistently reinforced. They learn about healthy lifestyles, for example, children visit a nearby orchard to pick apples and bring them back to eat at pre-school. Parents are also encouraged to provide healthy options in their child's lunch box.

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

Practitioners have a good understanding of child protection procedures and a confident knowledge of reporting concerns. This ensures that children are effectively safeguarded. The good leadership and management promote efficient team work. Previous actions have been successfully addressed to promote and extend ongoing opportunities for children's learning. The team constantly look for ways to further improve the quality of the provision. The opinions of practitioners, parents and advisory professionals are listened to and acted upon to improve outcomes for children. Practitioners seek a wide range of training and this improves their knowledge and ability to ensure all children thrive. There are good links with local schools and external agencies to ensure individual children's needs are met. Partnership working with parents is strong. They speak highly of staff and the difference the pre-school has made to their child's learning and development.

Setting details

Unique reference number	219932
Local authority	Northamptonshire
Inspection number	967625
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	13
Name of provider	Brington and Whilton Pre-School Committee
Date of previous inspection	19 March 2014
Telephone number	01604770083

Brington and Whilton Pre-School was registered in 1980 and employs three childcare practitioners. The manager holds Early Years Teacher status and the other two practitioners hold early years qualifications at level 3. The pre-school opens three days a week during school term times. Sessions are from 9.30am until 1pm on Monday and Friday, and from 9.30am until 3pm on Wednesday. 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.

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