

# Brington & Whilton Pre-School



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

<b>Inspection date</b>	17 May 2017
Previous inspection date	11 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff use what they know about children to challenge them effectively in their learning. They observe and assess children's progress, and planning for future learning is based on a good knowledge of each child and their family. Children make good progress.
- The partnerships with parents are strong. Information is continually shared in order to meet children's care needs and ensure that they make best possible progress. Parents share very positive views about the provision.
- Children's emotional security is given a high priority by staff. This is initially addressed with a gradual settling-in period that is agreed with parents in accordance with their child's needs.
- Children's interest in the natural world is fostered successfully by staff.
- Older children confidently engage in conversation with staff, visitors and their friends.
- The manager effectively evaluates practice, providing coaching and accessing training for staff, in order to improve their knowledge and outcomes for children in their care.

### It is not yet outstanding because:

- Children's learning with regard to different traditions, families and communities beyond their own experience is not yet fully promoted.
- At times, staff do not fully consider the differing levels of concentration and ability of children who are asked to take part in adult-led activities.

## What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences in society and a broader understanding of different people in the wider world
- take full account of the differing levels of ability and concentration of children taking part in adult-led activities.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager. She discussed teaching methods with the manager.
- The inspector held a meeting with the manager and the nominated person of the committee. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure. Staff recruitment, selection, vetting and induction procedures meet requirements. Staff are aware of their responsibilities to protect children from harm, and the local referral procedures to follow if they are concerned about a child. The manager has developed effective systems for monitoring the quality of teaching and planning for children's learning. She regularly observes practice and discusses any areas where improvement could be made during one-to-one meetings. Staff also observe the practice of their colleagues in order to share good practice ideas across the team. A current priority for improvement agreed by staff is to develop an allotment for children to grow vegetables.

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

Staff use observations and assessment, and information obtained from parents to plan well for each child's individual learning. Children use their good language skills as they engage in imaginative role play. They join together with their friends, decide upon outfits to dress up in and pretend to be doctors, nurses and patients. Children are creative. They choose brightly coloured paint marker pens and use good skills to draw a picture of a rainbow. Children explore and investigate. Staff challenge them to make decisions about objects that will sink and objects that will float when placed in trays of water. Children explore change while they mix ingredients and make biscuits.

### Personal development, behaviour and welfare are good

Children play in a welcoming environment and they are happy and settled. Their good health is promoted well. Staff provide healthy snacks. Children learn to manage their self-care needs and they adopt healthy habits, such as good hygiene practices. Children behave well. Older children readily share and take turns. Staff boost children's self-confidence while praising their positive behaviour and efforts and achievements, for example, when children help to tidy toys away. The premises do not include an outdoor play area, but pre-school sessions include walks around the village and a variety of activities organised in the nearby spinney. Children learn to manage risks for themselves, for example, when given the opportunity to climb trees.

### Outcomes for children are good

Children make good progress in readiness for the move on to school. They make decisions about their play and express themselves confidently. Children learn to recognise their names in print. They practise their good manipulative skills while playing with toys and tools, such as small construction bricks and scissors. Older children's pencil control is very good and some are able to write their own names. Children count while they play and use mathematical language while comparing quantities, weight and size.

## Setting details

<b>Unique reference number</b>	219932
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1090048
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Brington and Whilton Pre-School Committee
<b>Registered person unique reference number</b>	RP910900
<b>Date of previous inspection</b>	11 February 2015
<b>Telephone number</b>	01604 770083 / 07948724415

Brington and Whilton Pre-School registered in 1980. The pre-school employs four members of childcare staff. The manager holds early years teacher status and two staff hold early years qualifications at level 3. The pre-school operates on three days each week during term time. Sessions are from 9.30am until 3pm on Monday and Wednesday, and from 9.30am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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