

Pattishall Pre-School Playgroup

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



Inspection date	9 November 2015
Previous inspection date	18 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Management and staff are working consistently to make significant improvements to their practice. Their self-evaluation demonstrates a positive attitude to the development of their provision. They have effectively implemented and embedded improvements to fulfil all of the actions and recommendations from the previous inspection.
- The quality of teaching is good. Practitioners know the children in their key-person groups well and plan a stimulating and challenging educational programme to meet each child's individual learning needs. Children are keen and motivated to learn and make good progress.
- Staff are kind, caring and attentive to what children say and do. This helps them to build strong bonds and secure emotional attachments, which supports children's well-being and personal development effectively.
- Partnerships with parents are strong. Key persons communicate effectively to share ongoing information about children's progress and care needs. They develop a beneficial two-way flow of information with parents to ensure they have a shared approach to children's care and learning.

It is not yet outstanding because:

- Partnerships with other settings which children attend are not robust enough to enable key persons to fully support continuity across all areas of children's lives.
- During planned group activities staff sometimes do not fully support children's attention and listening skills.

What the setting needs to do to improve further

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

- strengthen the partnership and information sharing with other settings that children attend, so that key persons are able to make a stronger contribution to supporting continuity in children's learning and development
- review the management of routine group activities to further support children's involvement and the development of their attention and listening skills.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the managers of the provision and the playgroup committee's chairperson. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a good understanding of their legal requirements and their arrangements for safeguarding are effective. Vetting procedures for staff and committee members are thorough. The experienced staff team is vigilant about children's safety. They understand how to protect children from abuse and neglect and the procedures to follow if they are concerned about a child. Comprehensive risk assessments are carried out on all areas of the provision. Ongoing supervision and appraisals of managers and staff enables individual learning needs to be targeted and achieved. All staff are qualified and their professional development is encouraged, through attending training and the sharing of good practice.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are motivated and keen to learn, due to the stimulating play environment and responsive interactions from staff. Staff follow children's lead well and facilitate their ideas and suggestions. They question children effectively. They support their thinking, develop their ideas and encourage their use of descriptive language. This helps to prepare them well for starting school. Younger children discuss fixing the climbing frame and slide and name tools and techniques they are using. Older children in the outdoor area discuss their sand and soil cakes they are mixing in the large toy cement mixer. They explore paint, clay and natural materials. They talk about the sparkly paint being golden and the sand being gritty. They paint lumps of clay and pine cones and use these to print and explore the marks they can make.

Personal development, behaviour and welfare are good

Staff are calm and caring and they act as good role models. Children respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour. They learn to share toys and play with other children. Children are learning to behave well, including those whose needs or circumstances require particularly perceptive intervention and additional support. Young children's independence is promoted well. They enjoy having the responsibility of helping themselves to fruit, yoghurt and their drinks at snack time. They readily get their coats or waterproof suits on to go outside. They proudly show their achievements to the staff and are rewarded with praise and smiles. Children have good opportunities to be physically active. They enjoy exploring the indoor climbing frame and slide. Younger and older children alike are successfully challenged as they negotiate the different spaces and levels of the equipment. Additionally, they use their skills on the mini roundabout and ride-on toys outside, as well as the wide array of sensory and creative materials.

Outcomes for children are good

All children, including those who require additional support, are making good progress in their learning and development and in readiness for school. Any gaps in individual progress are quickly identified and planned for by each child's key person.

Setting details

Unique reference number	219958
Local authority	Northamptonshire
Inspection number	1028619
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	18
Name of provider	Pattishall Pre-School Group Committee
Date of previous inspection	18 September 2013
Telephone number	07901734460

Pattishall Pre-school Playgroup was registered in 1992. It employs three members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 3 to level 4. The playgroup opens Monday, Tuesday and Friday from 9.15am until 12.15pm, Wednesday from 9.15am until 1pm and Thursday from 9.15am until 3.45pm. It provides funded early education for two-, three- and four-year-old children.

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