

Crick Pre-School

Crick Cp School, Main Road, Crick, NORTHAMPTON, NN6 7TU



Inspection date	9 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager has a clear understanding of the legal requirements and is committed to ongoing improvement. She works closely with key members of the pre-school committee to continually identify ways to develop the already good practice,
- Staff are enthusiastic and promote learning and development by following children's interests. They use detailed observations of children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- Staff are friendly and approachable. Children demonstrate they feel safe and secure and they seek reassurance from staff when they are upset. They are confident to explore and play, and enjoy their time at the pre-school.
- Staff establish good partnerships with parents and other professionals working with the children. They share information regularly with parents regarding children's development, together with ideas for parents to support children's continued learning at home. Children benefit from this consistent approach.
- Children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour and enthusiastically get involved in tidying away the activities.

It is not yet outstanding because:

- During planned group activities staff sometimes do not fully support children's attention and listening skills.
- Staff do not always provide enough opportunities to stimulate children's imaginative play and creativity.

What the setting needs to do to improve further

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

- review the management of activities to fully support children's engagement and further develop their attention and listening skills
- provide further opportunities for children to think more creatively and extend their imaginative play scenarios.

Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and the vice chairperson of the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the pre-school's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the pre-school and committee members. She looked at the manager's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day of inspection and by reading a number of comments on messages and letters given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Vetting procedures for staff and committee members are thorough. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child. Managers and key committee members keep abreast of changes to legislation and cascade this to the rest of the team. Effective systems for recruiting new staff, regular supervisions, and observations of staff performance are in place. Assessments of groups and individual children's progress are scrutinised to identify any gaps in learning and the effectiveness of practice. A strong focus on training ensures staff are suitably updating and improving their knowledge.

Quality of teaching, learning and assessment is good

Staff are deployed effectively so that they are close at hand to offer children responsive support and extend their learning. Children are listened to and supported to engage in conversations with staff to enhance their language and understanding as they play. Children enjoy exploring the range of dressing-up items in the role-play clothes shop. Staff support children's thinking and their independence skills as they encourage children to select and dress themselves. Children problem solve as they try various sized clothes and discuss items that are too small for them or fit just right. Children's manipulative skills develop well as they make marks with paint and writing materials. Older children recognise letters of their names on labels that are readily available. Staff extend children's understanding as they sound out each individual letter as children focus upon them. Children show determination and concentrate as they explore making marks and try forming some letters. Staff encourage and praise their interest and achievements.

Personal development, behaviour and welfare are good

Children's health and well-being are promoted well as they benefit from spending time outdoors. The all-weather playground is used every day so that the children can take their learning outside. Children enjoy investigating and transporting water after a particularly heavy period of rain. Staff take the opportunity to support children's exploration of mathematical concepts as children empty and fill various sized containers. Young children's independence is promoted well. They enjoy having the responsibility of helping themselves to crackers and fresh fruit, pouring their own drinks and clearing away their things when they have finished their snack.

Outcomes for children are good

All children are making good progress in their learning given their starting points. This includes two-year-olds in receipt of funding and children who require particularly perceptive intervention and additional support. Children learn useful independence skills. They are able to communicate their needs and are becoming confident individuals. Children are acquiring the key skills they need for future learning. Children benefit from the close liaison between the pre-school and the school. They become familiar with school routines during regular visits. They are being appropriately prepared for their move on to school.

Setting details

Unique reference number	EY477818
Local authority	Northamptonshire
Inspection number	984173
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	27
Number of children on roll	36
Name of provider	Crick Pre-School
Date of previous inspection	Not applicable
Telephone number	07964 108009

Crick Pre-School was registered in 2001. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications ranging from level 3 to level 4. The pre-school opens from Monday to Friday, school term-time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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