

# Bugbrooke Village Hall Pre-school



The Village Hall, High Street, Bugbrooke, Northamptonshire NN7 3PA

<b>Inspection date</b>	9 October 2018
Previous inspection date	24 September 2014

<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 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

### The provision is good

- The manager is ambitious. She uses her recent academic studies on how children learn to underpin improvements that have a positive effect on children's outcomes. She has enriched the outdoor play environment to increase learning for those children who prefer energetic play.
- Staff thoughtfully provide activities based on children's interest. This helps children engage well and learn. Older children enjoyed following their own ideas as they made pretend biscuits from play dough. Following this, children developed their measuring skills as they made real biscuits.
- All children make good progress in their learning and development.
- Staff make particularly good use of opportunities, such as walks in the community, to help children learn how to stay safe. Staff help children understand why they need to be quiet and listen carefully before crossing the road, to identify any approaching cars. They remind children that they must not pick mushrooms.

### It is not yet outstanding because:

- The manager has not fully developed her monitoring of staff performance to ensure consistently high-quality staff development opportunities raise staff practice to the highest levels.
- Staff do not always gather fully detailed information on children's existing skills and abilities when they join the setting.

## What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice to raise the quality of teaching to the highest level
- seek more detailed information about children's existing knowledge and skills when they join the setting to quickly gain a comprehensive knowledge of children from which to plan for future learning.

### Inspection activities

- The inspector sampled a range of documentation, including risk assessments, staff and committee suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observations of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from discussions with the manager.

### Inspector

Vicky Weir

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff benefit from regular training to refresh their knowledge about how to protect children's welfare. They know the agreed procedures to follow to report any safeguarding concerns to the relevant professionals, including to whistle blow. Children who have special educational needs and/or disabilities receive very good support. Staff work very well with parents and other professionals to meet children's specific needs effectively. Regular supervision sessions are opportunities to discuss key children and provide support for staff. Staff use effective risk assessments to help keep children safe. When staff walk with children in the street, they ensure each child is holding an adults hand and they regularly check the children present. The manager gathers information from key persons to help her check for gaps in children's learning. Staff have established links with other settings children attend to support continuity for children. Parents are very complimentary about the support their children receive.

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

Staff keep parents well informed about their children's learning and development. Staff plan focused small-group time to support younger children's listening skills and older children's literacy. Children benefit from a wide range of stimulating toys and resources that they can self-select. Staff are enthusiastic in their interactions with children. Their comments and simple explanations help support children's understanding the world well. Children learn about the role of refuse collectors as they watch the waste disposal vehicles with excitement. Staff support children's communication and language well. Children have many opportunities to create and imagine.

### Personal development, behaviour and welfare are good

Staff effectively promote children's physical and emotional wellbeing. Staff are kind and nurturing in their approach to meeting children's care needs. They encourages children to help themselves to snacks and drinks. There are many opportunities for physically exerting play. Staff remind children to wash their hands before eating and after using the toilet. They monitor children's nappy changing needs throughout the day. Children behave well. Staff help them to learn to share and take turns.

### Outcomes for children are good

All children gain the skills that will help prepare them for future learning and school. Children are happy and children settle in quickly. Children give meaning to the marks they make. They learn to read and write their names. Children gain secure mathematical skills. They count the number of times they jump. With support, they identify one more than a given number between one and ten.

## Setting details

<b>Unique reference number</b>	220237
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10069648
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Bugbrooke Village Hall Pre-school Committee
<b>Registered person unique reference number</b>	RP905928
<b>Date of previous inspection</b>	24 September 2014
<b>Telephone number</b>	01604 832347

Bugbrooke Village Hall Pre-school opened in 1979. It operates from Bugbrooke village hall. The pre-school employs six members of childcare staff. Five members of staff hold appropriate early years qualifications at level 3 and above. The manager holds a qualification at level 6. The pre-school opens Monday to Friday during term time only. Morning sessions run from 9am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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