

# Inspection of Long Buckby Pre School

Baptist Church, Market Place, Long Buckby, Northamptonshire NN6 7RR

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Inspection date: 9 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from the highly effective partnership working in this welcoming and inclusive pre-school. Children are well prepared for starting school when the time comes. They become familiar with the school as they make regular visits to take part in events, such as a Christmas concert. Children develop a clear sense of community in the village. They visit local parks and shops with the staff.

Children are settled and happy. They are confident to choose their own activities and they engage well. Children are involved in the risk assessment of their own activities. For example, they know to be careful as they play with pottery cups and plates in the home corner. Children understand how to stay safe when using the workbench and tools as they wear the safety goggles.

Children's behaviour is extremely good. Staff have high expectations for them and children understand what is expected. They are very responsive when staff explain about changes to the daily routines. There are very positive relationships in the pre-school. Children make close friendships with each other and thoroughly enjoy being with the staff.

### **What does the early years setting do well and what does it need to do better?**

- The committee and staff team work effectively together. The committee has clear procedures and guidance for new committee members to follow to ensure they check their suitability and to notify Ofsted of any changes.
- Staff show a clear commitment to the children. They get to know them well and use their interests to plan activities that contribute to their progress. Children show excitement when they arrive and motivation to get involved. They work together to decorate a Christmas tree, carefully considering with their friends where to place the baubles and tinsel. Staff are skilful in engaging children during their play. For example, children explore a range of wooden blocks. They arrange them to make a house for small characters. Staff use voices for the characters and suggest that they need a bedroom in the house, so they can go to sleep.
- Staff promote children's speaking skills and vocabulary development effectively. Staff speak clearly to them and use descriptive words. Children are confident to initiate conversations. Staff give children time to share their news and ideas and to think about what they want to say in response to questions.
- Staff adapt activities to ensure all children present can enjoy them and take part. Children engage in an activity linked to colours and letter sounds. Staff successfully use a puppet to encourage less confident children to speak and take a full part in the activity. Children clap when their friends find an object that matches the different-coloured cards. They all join in with making letter sounds

when they see pictures of objects that start with specific letters. Children demonstrate high levels of confidence and self-esteem as they show pride in their achievement.

- Children have a positive attitude towards their activities and learning. They are curious about new things and show concentration as they play. Children show fascination with small nativity characters. They hold them carefully and talk with their friends about the details in the clothing and faces. Staff ensure that children lead the play, and offer positive support and encouragement. However, on occasion, staff do not fully promote children's deeper thinking about how they can solve problems they encounter for themselves.
- Children clearly demonstrate that they are emotionally secure in the pre-school. They like the staff to get involved in their play because they speak to children sensitively and show a genuine interest in what they are doing. Staff understand children's individual care needs and manage these well.
- Staff encourage children to try new things and they successfully broaden children's experiences. When children play with a train set they comment that they have never been on a real train, so staff arrange an outing for them to experience a train ride. Children show interest when there is a new delivery of furniture to the pre-school. Staff provide support and supervision to involve them in using tools to put the furniture together.
- Staff work very closely with children's parents and with other settings children attend. They make efforts to support families during challenging times and do their best to ensure children's individual needs are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff promote children's welfare because they have a secure awareness of the pre-school policy and procedure for reporting any child protection concerns to either of the designated members of staff. They know to record any concerns and to maintain confidentiality. Staff complete training to ensure their knowledge about the signs and symptoms of abuse is up to date. Staff supervise children well and carry out risk assessments to identify and reduce hazards. For example, staff lock the main door during the session and fit locks on the gate during outside play activities.

## **What does the setting need to do to improve?**

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

- focus more precisely on extending children's deeper thinking during play and activities.

## Setting details

<b>Unique reference number</b>	220210
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10118354
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Long Buckby Pre-School Committee
<b>Registered person unique reference number</b>	RP908419
<b>Telephone number</b>	01327 844785
<b>Date of previous inspection</b>	16 July 2019

## Information about this early years setting

Long Buckby Pre School registered in 1992. It is situated in Long Buckby, Northamptonshire, and is managed by a committee. The pre-school employs six members of childcare staff. Of these, five hold early years qualifications, at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Eastwell

## Inspection activities

- The inspector and the manager carried out a learning walk around the pre-school to help the inspector understand the organisation and structure of the pre-school curriculum.
- The inspector observed interactions between staff and children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspection carried out a joint observation with the manager.
- The inspector held meetings with the manager, the nominated person and with one member of staff. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

We carried out this inspection 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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