

# Inspection of Potterspury Pre-School

John Hellins Primary School, High Street, Potterspury, TOWCESTER,  
Northamptonshire NN12 7PG

---

Inspection date: 12 September 2019

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children demonstrate positive attitudes to their learning through high levels of curiosity, concentration and enjoyment. They arrive at pre-school happy and eager to engage in play. Staff are friendly, welcoming and caring in their interactions with children. Children have secure attachments with the staff. This helps them to feel safe and they settle quickly. Staff support children to manage their feelings and behaviour. Children share and take turns in their play. They behave well and show respect to staff, visitors and their peers.

Staff provide stimulating activities that are based around children's interests and what they need to learn next. They give high priority to children's physical and emotional needs. For example, children use drain pipes to build tall structures. They make predictions about how fast the water will travel down them. Children use their good imagination and creative skills to paint pictures, and make comments such as 'Look, that's my mummy I have painted'.

The manager consults with staff, children and parents to help identify areas to improve. She reviews the progress children make over time. This helps to narrow any gaps in their learning. Strong partnerships with other professionals and agencies further support children's individual needs.

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

- Staff have high expectations for all children, including those with special educational needs and/or disabilities. Good use is made of additional funding, such as providing one-to-one support and offering enrichment opportunities. This helps to target any areas where children may require extra help to support their continued participation and learning.
- Children make good progress in their learning. Staff promote children's language development well. They engage children in meaningful conversations about their family. For example, children talk about photographs of themselves, their family and pets.
- Children concentrate as they construct marble runs. They confidently count the number of marbles they need. Children compete against their friends to see who finishes first. However, staff sometimes miss opportunities to challenge the most able children to broaden their understanding of shape and size.
- Staff promote children's physical health well. They are experienced in managing children's individual dietary needs. Staff ensure they adhere to food hygiene procedures during mealtimes. Children develop their physical skills as they ride on wheeled toys and dig in the sand and mud. They learn how to handle and care for giant snails and talk about how they enjoy giving the snails a warm bath.

- Staff are experienced and enthusiastic about improving outcomes for all children. They promote children's love of a wide range of books and encourage their early reading skills. Children know that print carries meaning and like to predict what they think will happen next in the story.
- Staff are supported well by the manager and committee. For example, they comment on how the manager takes time to praise the work they do. Staff state that they are provided with time to complete observations and assessments of their key children. Ongoing training and effective supervision arrangements help staff to reflect on their practice and continually improve their skills.
- Children are confident and capable learners. They are developing the key skills that will help prepare them for when they make the move on to school. Children listen to and follow instructions well. They are happy to help tidy away their toys before group time. However, staff do not always maintain the interests of all the children during whole-group activities.
- Parents speak highly of the pre-school and their trust in the staff. Staff communicate with parents in a number of ways. For example, they invite parents to progress meetings and hold open sessions and family fun days. Staff provide parents with suggestions on how they can support children's learning at home. Parents comment that 'staff go above and beyond' to support the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to keep children safe. They know how to respond to concerns about children's welfare. Staff are aware of the different types of abuse and know their signs and symptoms. They demonstrate a good understanding of how to recognise and protect children who are at risk from extreme views and behaviours. The manager ensures that staff access regular training to help keep their knowledge and skills up to date. Robust vetting procedures are in place to ensure that staff are suitable to work with children.

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

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

- provide higher levels of challenge for the most able children to extend their understanding of shape and size
- review the organisation of large-group activities to help maintain children's interest and enjoyment in the learning opportunities provided.

## Setting details

<b>Unique reference number</b>	219968
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10065131
<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>	Sessional day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Potterspury Pre-School Committee
<b>Registered person unique reference number</b>	RP911084
<b>Telephone number</b>	01908 542871
<b>Date of previous inspection</b>	14 December 2015

## Information about this early years setting

Potterspury Pre-School Playgroup registered in 2000 and is situated in Towcester, Northamptonshire. The pre-school employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Newcombe

## Inspection activities

- The inspector completed a tour of pre-school with the manager and discussed how the early years provision and curriculum are organised.
- The inspector held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held a meeting with the pre-school manager and looked at relevant documents, including evidence of the suitability and training of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019