

Acre End Pre-School Eynsham

Eynsham Village Hall, Back Lane, Eynsham, Witney, Oxfordshire, OX29 4QW

Inspection date	27/02/2014
Previous inspection date	12/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development because staff plan activities that meet their individual needs and interests.
- Staff place a strong focus on role-play activities to enable children to develop and use their imagination and their communication skills well.
- The pre-school provides good quality of care where children feel safe and enjoy the wide range of interesting activities provided.
- The strong partnership with parents supports children's learning and development very well.
- Staff use self-evaluation and action planning effectively to enable them to develop a programme of continuous improvement.

It is not yet outstanding because

- Staff sometimes miss opportunities to extend children's thinking skills through the use of open-ended questioning.
- There are fewer opportunities for children to learn to identify numerals and letters of the alphabet.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to children and the staff.
- The inspector held discussions with parents and took account of their views.
- The inspector reviewed a sample of the pre-school's documentation.
- The inspector held discussions with the manager.
- The inspector made a number of observations of activities, including undertaking a joint observation with the manager.

Inspector

Edgar Hastings

Full report

Information about the setting

Acre End Pre-school was first registered in 1992 and moved to new premises in October 2001. A voluntary committee manages the pre-school, which is a registered charity. It operates from one large room in Eynsham village hall and serves families living in Eynsham and the surrounding area. The pre-school is open term time only, Monday to Friday from 9am until 12 noon, and offers a lunch session from 12pm until 12.30pm. The pre-school is registered on the Early Years Register and there are currently 29 children aged from two to under five years on roll. It is also registered on the Childcare Register, although no children on this register attend. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. There are five part time members of staff, of whom one has qualified teacher status, one has a National Vocational Qualification (NVQ) at level 4, two have NVQ at level 3 and one is currently working towards a qualification. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's thinking skills through the use of more open ended questioning

- provide more opportunities for children to recognise numerals and letters of the alphabet.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan activities that are linked to the individual interests of each child, and to meet the needs of those children who may have particular needs. Consequently, children make good progress in their learning and development across the areas of learning. Staff provide a stimulating learning environment through well organised and interesting activities that enable children to engage enthusiastically in learning through play. Children enter confidently at the start of the day because they know the routines and are given a warm welcome by the staff who know them well. There is a good balance of activities led by staff as well as activities the children may choose for themselves and to follow their own interests. Staff deploy good quality resources to interest and engage children, and provide a strong focus on role play activities to develop and extend children's speaking and listening skills. Children's progress is carefully and regularly monitored, and assessment information is used carefully to identify children's strengths and their next steps in learning. Assessment information shows that the majority of children are working

comfortably within the age band for their stage of development. Children with special educational needs and/or disabilities also make good progress because of the good quality support they receive. Bi-lingual staff support children who speak English as an additional language to ensure they make good progress from their starting point.

The quality of teaching is good and the pre-school has a team of well trained and qualified staff with the skills to support young children's learning. They plan a variety of activities and imaginative experiences that help children to engage with interest and enthusiasm. Particular attention is paid to the development of children's communication skills through a variety of role-play activities where they learn, for example, to be in a doctor's surgery, or carry out the responsibilities of a policeman. Staff engage children in imaginative discussions to make the experiences realistic as they support children's learning through play. Staff organise activities where children learn to print patterns with toy vehicles, and at the same time skilfully help them to learn to mix coloured paints together to produce other colours. Staff use conversation throughout as a commentary on the activity, and use questions to check children's understanding. At times, however, some of the questions are closed and do not allow the children to respond in a thoughtful way with their own ideas and explanations.

Wall displays clearly show opportunities that children have to develop their creative ideas using paints and other media to produce artistic designs involving the use of cutting, shaping and sticking. Staff set up a range of activities for the children on arrival for them to choose. Themes are carefully chosen to match children's particular interests, such as dinosaurs which are particularly popular with boys. The theme of spring and new life helps foster children's interest in bulb planting and looking for signs of growth in the environment. Staff promote children's counting skills well and regular opportunities for children to practice are seized during the activities. Children show confidence in their ability and many are able to count fluently to ten. However, opportunities for children to recognise numerals and letters of the alphabet are limited because they are not often on display. This slightly reduces opportunities for children to learn that print carries meaning. In key person groups children enjoy listening to stories, and staff skilfully use them to help them to develop social skills such as taking turns and sharing.

The outdoor area is used well to support children's learning and also provides many opportunities for them to use their imagination in the circus tent, or in the home corner. Physical activity is supported well through opportunities for children to climb and balance, and use the wheeled toys and tricycles. Children explore the construction area and find many imaginative uses for the piping. Early writing skills are supported in the office area as children carry out mark making activities on the writing pads. All these opportunities help children gain the attitudes and skills they will need for the next stage in their learning.

Parents speak highly of the exceptional opportunities provided for them to help their children settle in when they first start. They praise the pre-school for the lengths they go to share information and to establish children's interests so they can plan activities to meet their particular needs. This information is also used by the pre-school to establish starting points for assessment. The pre-school has established a strong partnership with parents so that there is all round support for children's learning and development both at

the pre-school and at home.

The contribution of the early years provision to the well-being of children

The pre-school provides a warm welcoming environment where children are secure and feel safe. The key persons have established strong relationships with the children who have formed strong attachments with them. On admission, parents share information with the pre-school about their child in order that preparations can be put in place to meet each child's individual needs and interests. Flexible settling in periods are valued by parents because they are able to stay with their children as long as necessary until they are ready to be left. Staff get to know children well during this period and children not only get to know staff but also become familiar with the daily routines. Staff have high expectations of children's conduct and manage them in a positive way. Consequently, children learn to know what is expected of them, and know how to behave. There are few incidents of poor behaviour because of the positive ethos that exists in the pre-school.

Children's personal and social development is promoted well through encouraging children to share and play together co-operatively, and to use their imagination. Staff encourage them to make choices and decisions for themselves, and to become more independent through doing things for themselves. At snack time, children take responsibility for washing their hands, serving themselves and pouring their own drinks. Dependent on their age most children will attend to their own personal hygiene needs. Good hygiene procedures are in place to prevent the spread of infection. Fire evacuation drills are practised regularly and on different days to ensure all children are familiar with the procedures. This helps children learn about keeping safe.

Staff place a strong emphasis on helping children to understand how they can develop a healthy lifestyle through regular exercise and healthy diet. Children have free access to the active outdoor area, plus regular music and movement sessions each morning. Children have healthy snacks including a variety of fruit and vegetables each day. Water is readily available throughout the session so children learn to drink when they are thirsty.

The pre-school has developed good links with the local primary school where the majority of the children will transfer in their fifth year. Staff share development and progress information, as well as any individual needs they may have, with the school to ensure a smooth transition. Children have the opportunity to visit the school to take part in activities in the summer term, and this helps in preparing them for their move.

The effectiveness of the leadership and management of the early years provision

The pre-school leaders provide a safe and secure environment for children. Accurate attendance records are kept and secure arrangements for the collection of children are in place. Staff complete daily risk assessments to ensure the safety of the premises and the resources and equipment children use. This is particularly important because the premises

are also used for other purposes throughout the week. Staff understand their responsibilities for safeguarding children because of the training they have received. They are aware of the signs to look for and the course of action to take should concerns arise. Leaders follow recommended recruitment procedures, and all staff are checked for their suitability for working for young children. The manager has also undertaken safer recruitment training, and has ensured all staff have been trained in the administration of first aid. All required policies and procedures are in place, are reviewed and updated annually and are available to parents. The pre-school also has a policy that prohibits the use of mobile phones and cameras on the premises.

Pre-school staff have received training in the Statutory Framework of the Early Years Foundation Stage, and have a clear understanding of the learning and development and welfare requirements. Staff gather information through discussion with parents to plan a range of interesting and enjoyable activities for the children. Plans cover all areas of learning and are tailored to provide for each individual child's interests. Staff monitor and evaluate planning for its success in developing children's learning and development, and to identify what they need to learn next. Detailed assessment information is gathered to identify how well children are progressing, and to identify any gaps in their learning.

The manager has made a number of improvements since her appointment following the last inspection, as well as addressing the issues raised at the last inspection. Policies and procedures are now reviewed annually and made available to staff and parents. Parents now play a key role in helping to plan for children's learning, and learning is linked closely to children's particular interests. Self-evaluation is used effectively to identify areas for improvement with views gathered from staff and parents. Action plans are in place to drive improvement with all staff playing a key role in monitoring progress in their area of responsibility.

Improvements to teaching are supported through a performance management programme and appraisal interviews. Additional training is identified where necessary, but all staff are encouraged to engage in training to enhance their skills. Staff take advantage of locally run training courses which are made available to them. This has a positive impact upon on the quality of teaching and upon children's learning and development, and their progress.

A strong partnership with parents has been developed through a shared belief that children benefit through mutual co-operation of parents and the pre-school. Regular information sharing enables the pre-school to plan more effectively to meet children's individual needs and interests. Parents are better informed about supporting their children at home and understanding how children learn through play. The pre-school seeks the views of parents through the committee forum and where possible takes up their suggestions. The pre-school has also developed strong links with the local primary school to ensure children are well prepared for their transfer to the next stage of their education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	134437
Local authority	Oxfordshire
Inspection number	842950
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Acre End Pre-School Playgroup Committee
Date of previous inspection	12/11/2009
Telephone number	01865 731147

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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