

Peachcroft Pre-School

Lindsay Drive, Abingdon, Oxfordshire, OX14 2RT

Inspection date	08/01/2015
Previous inspection date	07/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Teaching is good overall. Accurate observations and assessments of children's development are used to plan activities that enable them to make good progress.
- Thorough self-evaluation takes into account the views of the staff, children and parents, effectively driving improvement and ensuring the pre-school is constantly improving.
- Links with parents and a variety of agencies are strong. Relevant information is shared effectively and children's individual needs are supported well.
- All staff follow safe practices and demonstrate a good knowledge and understanding of their role and responsibilities in regards to protecting children.

It is not yet outstanding because

- The organisation of some whole group sessions does not fully reflect children's concentration levels and they struggle to remain engaged throughout.
- Staff are knowledgeable in techniques to support children's language development. However, they are not always using these to their fullest potential.

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 observed children at free play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector

Natasha Crellin

Full report

Information about the setting

Peachcroft Pre-School registered in 1983. It is run by a committee and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from one large room in the Peachcroft Community Centre in Abingdon, Oxfordshire. Children also have access to a secure enclosed outdoor play area. The pre-school is open Monday to Friday from 8.45am to 2.45pm term time only. There are currently 55 children on roll, all in the early years age range. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 10 members of staff who work with the children. Of these nine hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the pace, and monitor the length, of whole group sessions to enable children to remain engaged and interested for the whole time
- enhance further the already good language experiences by consistently using a variety of methods to extend children's vocabulary and expressive language skills.

Inspection judgements

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

Children make good progress in their learning and development due to the good teaching provided by staff in this caring and supportive pre-school. Staff regularly observe children as they play. These are used to plan suitably challenging activities based on children's interests. Parents receive regular updates on their child's progress, including the required progress check for two-year-old children. They have opportunities to share information on children's learning from home. This means the pre-school develops a well-rounded picture of children's capabilities.

Children take part in a broad range of activities and experiences throughout the day, both indoors and outside. Staff are skilful in providing learning opportunities during children's freely chosen play. For example, staff encourage children to develop their creativity as they make a bus in the garden. Staff help children to understand words like 'driver' and 'passenger', which children then use themselves. This extends their developing vocabularies. Children learn well in small focussed sessions. However, some whole group times are too long and children struggle to concentrate for extended periods.

Children's emotional development is well supported through the creative use of puppets in small group time. Children confidently share their ideas and feeling with the puppet characters. This allows them to explore a variety of topics, such as feeling angry and sad, and helps them develop an understanding of themselves and others around them. Emotional development is further extended as children add their name to the 'kindness tree' for specific tasks such as helping to tidy up. This supports them to develop positive self-esteem.

Staff are knowledgeable in how to support children's language development. They frequently use sign language and skilful questioning to encourage children to verbalise their ideas. At times, these methods are not always used to their fullest potential and staff do not maximise opportunities to support children's language. Children with special educational needs and or/disabilities make good progress. This is due to the close working relationship with the pre-school, parents and other agencies, such as the local authority and speech therapists. Children receive additional support in small groups, which have a clear focus on specific areas, such as speaking and listening. A named member of staff takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She has attended training to support her in this role. There are also effective arrangements to support children who speak English as an additional language

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

Children settle quickly due to a well-established key person system. New children have a home visit from their key worker, which allows them to form a positive relationship before they begin. Families speak highly of the support they and their children receive when they begin at the nursery.

Children learn about healthy lifestyles as they share nutritious snacks of fruit, cheese and home-made pizza. Children help to set up tables and know to wash their hands before eating. Children express confidently that 'germs can make me sick.' Portable sinks for each key group allow children to wash their hands easily and promptly. Children's understanding of being healthy is further supported as they exercise in the garden in all weathers. Children delight in jumping in muddy puddles on a rainy day, and making use of a large variety of equipment such as balls, hoops and bikes. They have opportunities to take carefully managed risks as they explore their own physical capabilities, for example, when using the climbing equipment.

The children enjoy a good range of toys and resources aimed at promoting all areas of their learning and development. Children confidently explore the resources, choosing what they want to play with and showing good levels of independence. Children are encouraged to use resources flexibly, supporting their ideas and imaginations. For example, they enjoy covering small cars in shaving foam and brushing it off with small brushes to, 'get them clean.'

Children are well supported as they prepare to move to school. Small, focussed groups sessions take place to introduce the academic areas of learning, such as writing their names and learning letter sounds, for children who are ready. Children are emotionally prepared through visits by their new teachers. This allows them to recognise a familiar face, and to begin to form a relationship with school staff prior to moving on.

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

The manager and her staff team work well together to create a harmonious and welcoming environment. Regular team meetings, one-to-one supervisions and peer mentoring supports staff development. The close-knit team communicate effectively, ensuring they are always familiar with policies and working practices. The manager actively seeks the views of staff to contribute to the self-evaluation process. They work well together to ensure they are constantly improving practices. The management and staff team fully understand their responsibilities to promote children's learning and development and do this well. The manager regular reviews children's progress and this ensures any gaps in children's learning and development are quickly identified and addressed.

There are effective arrangements to promote children's safety. The manager takes lead responsibility for child protection. All staff have attended safeguarding training and know the procedures to follow if they have concerns for a child in their care. Robust recruitment procedures mean that suitably qualified and vetted staff care for children. Regular risk assessments and daily safety checks help identify potential hazards. Staff take prompt action to minimise these. Additional security features, such as a closed-circuit television camera by the front door, helps to promote children's safety.

Relationships with parents and other agencies who support children are good. This means all parties are able to effectively share relevant information. This ensures children receive cohesive and coordinated care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	133406
Local authority	Oxfordshire
Inspection number	840975
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	55
Name of provider	Peachcroft Pre-School Committee
Date of previous inspection	07/03/2011
Telephone number	01235 555808

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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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