

Long Wittenham Pre-School



Village Hall, High Street, Long Wittenham, Abingdon, Oxfordshire, OX14 4QH

Inspection date 26 January 2015
Previous inspection date 15 June 2011

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

Summary of key findings for parents

This provision is good

- The pre-school has close links with other groups in the area. Regular visits have developed systems of mutual support. This has a good impact on staff development.
- The staff team and committee have a strong working relationship. This helps to ensure management responsibilities are delegated. It also encourages them to foster a culture of reflective practice and to identify areas for development.
- Forest school has been a weekly feature of the pre-school for many years. It has a very positive impact on the children, who thrive through having the opportunity to learn in a unique and exciting environment.
- The pre-school has effective partnerships with parents, which supports children's learning at home and in the setting.

It is not yet outstanding because:

- At certain points of the day, such as after snack or coming inside from the garden, staff are busy doing jobs. This means children have less structured supervision and they are less focused and more boisterous.
- Children must wait a considerable time for others to join them before they can begin snack time. This means they are not engaged in learning, conversation or play during these times.

What the setting needs to do to improve further

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

- ensure staff are deployed in a way that supports children when moving from one part of the day to the next
- reorganise the routines so that children do not spend time waiting for others, in order to maximise their play and learning opportunities.

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 carers 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

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress because staff plan interesting and challenging educational activities. They have good opportunities to engage with nature and develop their physical capabilities through weekly forest school. They learn in a unique environment, fully supported by passionate and enthusiastic staff. Children speak excitedly about Dorothy the Dragon, a turf-mound sculpture, who captures their imaginations. These experiences support children's language development as they excitedly re-tell of adventures and outings to the woods. The learning environment in the pre-school is well resourced. Children benefit from good opportunities to make choices and decisions. This encourages them to learn through exploration and investigation. Children learn from first-hand experiences that frost and ice melt indoors. This stimulates their curiosity into thinking about what types of animals live in the ice and snow.

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

The pre-school staff have created a welcoming environment. Parents enjoy good communication with the pre-school and are well informed of their child's progress. Staff are sensitive to children's emotional wellbeing. Children know staff will offer them support and reassurance when needed. Children settle quickly at the start of the day and soon develop a good understanding of the routine and expectations. Generally, children behave well in the preschool. However, at specific times in the day staff focus on tasks such as cleaning tables. At these times, children become less focused and are noisier and more distracted. Routines at snack time mean children who wash their hands first wait a considerable time for their friends. During this time, children are not engaged in play, language or other learning opportunities. A named staff member oversees the coordination of support for children special educational needs and/or disabilities. She works closely with professionals, such as speech therapists and physiotherapists. This means children with additional needs make good progress. Close relationships with the local schools help children be prepared for their move to school.

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

The manager and staff understand their responsibility to support the learning and development requirements. Children's progress is tracked with accurate assessments, allowing for gaps in children's learning to be identified and addressed. There is a good focus on self-evaluation and the manager accurately identifies areas for further development. Good arrangements are in place to promote children's safety. Staff are suitably vetted and qualified. Staff have attended safeguarding training and know what to do if they have concerns about the welfare of a child in their care. Effective risk assessments ensure the premises are safe for children.

Setting details

Unique reference number	133716
Local authority	Oxfordshire
Inspection number	846411
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	35
Name of provider	Long Wittenham Pre-School Committee
Date of previous inspection	15 June 2011
Telephone number	01865 407417

Long Wittenham pre-school was established in 1970 and operates from the village hall in Long Wittenham, Oxfordshire. It is managed by a committee. The pre-school serves the local community and shares the accommodation with other local groups. Children have access to a hall and toilets and there is an enclosed outdoor play space. They are registered on the Early Years Register. They operate Monday and Wednesday from 9am to 3pm, Tuesdays and Fridays from 9am to 1pm and Thursdays 9am to 12pm. There are currently 35 children on roll. The pre-school is in receipt of free nursery education funding for two-, three- and four-year olds. The pre-school supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are six members of staff, four of whom have appropriate childcare qualifications.

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