

Acre End Pre-School

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



Inspection date	27 February 2017
Previous inspection date	27 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff carry out precise observations and assessments of children's learning and have a secure understanding of how to plan for all areas of learning very well. All children make good progress, given their starting points.
- Staff make good use of everyday routines to help children to learn about why it is important to lead healthy lifestyles.
- The manager monitors staff practice regularly and encourages staff to attend training to support their professional development. For example, staff make good use of courses they attend to improve the range of opportunities they plan towards children's mathematical development.
- Since the last inspection, staff have made better use of strong questioning techniques and offer plenty of chances for children to share their thoughts and ideas.
- The partnerships with parents are strong and help to build consistency between home and the pre-school. Parents comment that they feel very involved in their children's development.

It is not yet outstanding because:

- At times, younger children cannot easily choose the age-appropriate tools they need to carry out their chosen activities.
- Staff do not make the best use of everyday opportunities to teach children about other people and communities in the world.

What the setting needs to do to improve further

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

- review the organisation of equipment available for younger children so that they can choose resources more freely to develop their chosen play
- increase the opportunities for children to compare the similarities and differences about themselves and other people and communities around the world.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff have an up-to-date knowledge of safeguarding and a clear understanding of what to do if they are concerned about a child. The management team carries out accurate and precise tracking on children's progress. This enables them to identify any gaps in learning and plan additional support to help children quickly catch up. For example, staff used information from tracking to plan more activities to build on children's understanding of nature. The manager evaluates the quality of the provision effectively to help shape future improvements. She seeks the views of staff, children and parents and takes them into account to help raise outcomes for all children.

Quality of teaching, learning and assessment is good

Staff introduce new learning opportunities well as children show a keen interest in the activities they provide. For example, they encourage children to add food colouring to rainwater outdoors. Children watch the colours spread and share their thoughts about the colours looking as though they are dancing. Staff then extend this further and encourage children to make prints on paper of the patterns they have made. Children learn to use their senses through activities as they smell different herbs and learn the names of each one. Staff encourage them to practise writing for a purpose as they make lists of ingredients for their pretend potions. Staff work closely with parents to identify children's starting points and interests. They use this information effectively to plan activities that interest children from the outset.

Personal development, behaviour and welfare are good

Children are motivated learners and enjoy their time at the pre-school. For example, children comment that they are having so much fun and really like being here. Staff are friendly and consistent in their approach to behaviour management. They teach children the importance of sharing and being kind to others. For example, children quickly learn to use sand timers to take turns. Staff form positive partnerships with other settings that children also attend, to provide consistency in children's learning and development, and contribute towards their good progress.

Outcomes for children are good

All children develop a wide range of skills that helps to prepare them well for the next stage in their learning including starting school. For instance, older children learn to recognise and write some familiar words, such as their names. Younger children are encouraged to begin to drink from cups. Children make confident choices as they move freely between indoors and the garden. They have regular opportunities for exercise.

Setting details

Unique reference number	134437
Local authority	Oxfordshire
Inspection number	1068491
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	21
Number of children on roll	13
Name of registered person	Acre End Pre-School Playgroup Committee
Registered person unique reference number	RP907570
Date of previous inspection	27 February 2014
Telephone number	01865 731147

Acre End Pre-School was first registered in 1992 and moved to new premises in October 2001. It operates from the village hall in Eynsham, Oxfordshire. It is open term time only, on Monday to Friday from 9am until 2.30pm. There are four members of staff, three of whom hold early years qualifications at level 3 or above. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

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