

Enstone Pre-School

Enstone Primary School, Oxford Road, Enstone, Chipping Norton, Oxfordshire, OX7 4LP

Inspection date	08/10/2013
Previous inspection date	05/10/2009

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

- The pre-school offers children good opportunities for outdoor learning. Children's play extends across the outdoor and indoor area.
- The pre-school is well resourced and stimulating for children. This supports staff to effectively extend children's learning and development.
- Staff get to know the children well and as a result they meet the individual needs of children very well.
- Staff build good relationships with parents who feel well supported. Parents feel children are very well prepared for school.

It is not yet outstanding because

- The system for formal supervision for staff is good but not consistent for all staff.
- Some documentation and written information is out of date and not relevant to current practice.

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.

Inspection activities

- The inspector observed activities in the play room and outside area.
- The inspector held discussions with the supervisor, staff, and parent.
- The inspector undertook a joint observation with the supervisor.
- The inspector sampled a range of documentation including children's records, policies and staff supervision records.

Inspector

Caron Lubin

Full Report

Information about the setting

Enstone Pre-School registered in 1967 and moved to its present site in 1997. The group operates from its own purpose built unit within the grounds of the primary school in the rural village of Enstone, approximately 15 miles north west of Oxford. It is a committee run group. The pre-school is open for 39 weeks each year and operates from 9am to 12pm Monday to Friday. A lunch club is held each day from 12pm until 1pm. The pre-school is registered on the Early Years Register and receives funding for the provision of free early education for children aged three and four. The pre-school makes provision for children with special educational needs and/or disabilities. There are currently 25 children on roll, all of whom are in the early years age range. There are four members of staff working with the children. Two hold a relevant early years qualification and the other two are undertaking training for a level 3 qualification . There is easy access to all parts of the site.

What the setting needs to do to improve further

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

- ensure a consistent approach to staff supervision to support staff in continually improving their practice

- review documents kept at the pre-school to ensure out of date material is not used.

Inspection judgements

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

The pre-school is welcoming and stimulating so children are happy and eager to learn. They arrive rushing through the gate at the start of the session. Staff skilfully set the playroom and garden up to offer children a wide choice of resources they can select for themselves. This helps develop children's independence and lets children follow their own ideas. The garden is well planned with distinct areas. There is a space for physical activity where children can climb, ride bikes and negotiate tunnels allowing children to be active. There are raised flower beds where parents and children grow vegetables developing children's interest and curiosity in nature. Nearest the building there is a covered area where resources are set out as a continuation of the playroom. Staff actively encourage children to move freely inside and out using all toys and activities across both areas. This extends the available play space and embraces the strong evidence of the benefits to young children of learning outdoors. Children have long uninterrupted time to play so

become engrossed in their games. Staff tune in to what children are doing. They extend their interests and understanding by chatting, asking questions and sharing information. For example, children find woodlice under a log in the garden and with the help of staff they find magnifying glasses, refer to insect books and discuss at length what they have found. Staff know children learn best when they are interested and use opportunities well, so all areas of learning are covered. The writing table is well resourced and helps develop skills and confidence with pencils and pens. Children's writing is displayed all around the preschool, helping them understand what reading and writing is used for. Adults lead activities to help children to become familiar with numbers, and staff provide resources that embed their understanding of maths. For example, following an adult led activity, children play with play dough and birthday candles, counting and deciding how many they need.

The pre-school prepares children well for going to school. The majority move to the local school which is on the same site. Children have regular visits to the class room and staff from both settings work together to plan ways to support children as they move to school. This academic year a pre-school member of staff attended the first day helping children feel confident and secure. Pre-school staff regularly observe and assess children's learning and development. Progress is documented using photographs and captions in their record book.

Careful monitoring of children's progress helps staff plan for their next steps in learning. Parents can see and add to these books and enjoy daily discussions about their children. There are also more formal opportunities to review progress with meetings and reports from the key person. This helps parents to be fully involved in their children's learning. The required progress check for two-year-old children is completed and shared with parents, which enables them to see if individuals are reaching expected levels of development for their age. Staff promote children's communication skills very well. They listen attentively to children and encourage them to talk. As a result children are confident when talking with others and can negotiate with each other. Children work as a team to prepare the table for snack, discussing who will do which job. Deploying staff proficiently enables children with less confident communication skills to make good progress.

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

Children are settled and secure in the pre-school because the friendly staff team provide a warm welcome. Before children start at pre-school parents can bring their children to sessions helping staff, parents and children to get to know one another and share information. This means pre-school staff know a lot about the children when they start to attend which helps them feel secure and settle quickly. Parents share information daily with their child's key person on arrival so they are well informed about children's individual requirements. The pre-school is well resourced. Each child has their own drawer for their personal items as well as a coat hook and place for their lunchbox helping children feel a sense of belonging. Children become increasingly skilled at managing their personal care needs. Staff offer guidance and encouragement motivating children to develop these skills. Children are encouraged to work together and time is given for them to solve problems

before adults step in with solutions. This enables children to practise social skills and form good friendships with each other. They learn about boundaries and understand kindness which encourages good behaviour.

Staff follow routines to keep the pre-school safe for children. Risk assessments are carried out and children are well supervised inside and out. This enables staff to minimise the risk of accidents. Children are encouraged to develop healthy lifestyles in a variety of ways including, routine hand washing, regular active and outdoor play and a healthy daily snack of fruit and milk. Staff talk to children about the food they eat to strengthen their understanding of being healthy. Children are encouraged to become independent. At snack time they set the table, pour their own drinks and select the food they want to eat. The toilets and hand basins are designed so most children use them without adult support. Being independent enables children to develop new skills and helps them to feel confident and capable for moving onto school.

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

The Supervisor is experienced and enthusiastic and leads a committed team of staff. They have a good understanding of their responsibilities in meeting the requirements for the Statutory Framework for the Early Years Foundation Stage. The supervisor is assisted effectively by a supportive committee. There is a good system in place for recruitment and induction of new staff meaning children are cared for by appropriate and enthusiastic adults. The supervisor supports the work of the staff with regular team meetings and ongoing discussions. She has devised a helpful document for supervision of staff enabling reflection and clear actions to be planned however, this formal supervision is not consistently used with all staff, meaning opportunities are missed for direction and guidance. All staff are first aid trained and training in safeguarding kept updated. They are knowledgeable about the procedures to follow should a concern arise.

Further professional development opportunities are taken by staff regularly. Short courses are undertaken and two members of staff are currently studying for an NVQ level 3. Staff use the new ideas they learn to enhance their work with the children. As a team they consider ways to continuously improve and develop the setting at regular staff meetings and in discussion with the committee. The pre-school have well developed systems for record keeping and for assessment of children's learning. This means staff know the children well and plan appropriately for them so they learn and develop. The supervisor maintains an overview sheet to keep her informed of trends and enables her to check that planning across the setting reflects the children's particular stage of development. Information for parents is comprehensive which helps the staff establish positive partnerships with parents. The pre-school have a clear set of policies in place. Documentation and written information to support the smooth running of the pre-school is in place but some out of date material remains in folders which is no longer relevant.

Staff work in close partnership with outside agencies to support the particular needs of individual children for example, working with the Local Authority Special Educational

Needs team to develop plans for children. Joint planning helps staff to ensure all children make progress. The pre-school has formed excellent partnerships with the school. Staff from both settings work together to support children's transfer into school. Parents report particular satisfaction with this effective teamwork. They say their children are extremely well prepared for starting school.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	133488
Local authority	Oxfordshire
Inspection number	846405
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	25
Name of provider	Enstone Pre-School Committee
Date of previous inspection	05/10/2009
Telephone number	01608 677192

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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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