

South Moreton Pre-School

Inspection report for early years provision

Unique reference number	133717
Inspection date	25/11/2008
Inspector	Christopher Moxley
Setting address	South Moreton Pre-School, South Moreton, Didcot, Oxfordshire, OX11 9AG
Telephone number	01235 819657
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

South Moreton Pre-School opened in 1978 and has operated from new purpose-built premises since January 2008. It is managed by a group of trustees. The pre-school is adjacent to the nursery classroom of South Moreton Primary School. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:45. A lunch club operates from 11:45 to 12:45 on Mondays, Wednesdays and Thursdays. Pre-school sessions for two-year-olds operate on Mondays and Wednesdays from 13:00 to 15:00. All children share access to a secure, enclosed outdoor play area. There are currently 24 children aged from two to under five years on roll. Of these, 15 children receive funding for nursery education. Children come from a wide geographical area. The pre-school can accommodate children with learning difficulties and/or disabilities. The building has wheelchair access to all areas. There are currently no children attending who speak English as an additional language. The pre-school employs two staff and both hold appropriate early years qualifications at level 3. The pre-school receives support from a teacher from the Early Years Childcare Partnership (EYCP). This provider is on the Early Years Register.

Overall effectiveness of the early years provision

Children enjoy their time at this good pre-school. 'My child really enjoys it here,' commented one parent. Children make good progress in learning and development because the staff provide a lively and interesting curriculum, with excellent facilities. There are excellent opportunities for the children to move between activities both indoors and outdoors. The children feel safe and secure in this warm and caring environment and their individual needs are addressed well. The supervisor sets a clear direction and receives good support from staff and the trustees. There is good communication with the staff of the main school and external agencies. The pre-school has a good capacity to develop its provision and raise standards further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement formal feedback meetings with parents to ensure they are aware of their child's next steps for learning

The leadership and management of the early years provision

Leaders and managers at all levels provide well for the care and welfare of children. There are robust arrangements in place to ensure that children's needs are safeguarded effectively, including thorough checks on staff and helpers. In addition, there are effective arrangements in place to ensure that children are secure at all times. All policies and procedures are reviewed regularly and risk

assessments are undertaken appropriately. Parents are told informally about their children's care and development, and have good access to their records. The staff liaise well with parents and with the staff of the school over the children's welfare and progress.

The supervisor receives good support from staff and the trustees. She has conducted an effective self-evaluation which rightly identifies issues for further development in detail. Two of the recommendations made at the last inspection have been fully addressed. Plans are well in place to address the third, which relates to the arrangements made for formal meetings with parents and/or carers; it has not been fully met because of the move to new buildings and the short interval of time since the last inspection. The move to new premises has been well managed, including the recent opening of an excellent area for outdoor play. Plans are well advanced to construct a covered area which will enhance its use in wet weather. There is good provision for suitable clothing for wet and cold weather.

The quality and standards of the early years provision

Children enjoy coming to school and are confident learners. They achieve well because the planning is flexible, responding superbly to their interests and perceived needs. Their progress is monitored well, for example, a scrapbook of achievements is collated and shared with parents, who are pleased with their children's progress. The children start pre-school with abilities that are appropriate for their age. They make good progress in relation to these starting points, particularly in their personal, social and emotional development. Most are articulate and all can speak clearly in response to an adult. They were seen listening to stories with delight. They play co-operatively and imaginatively, using the wide range of equipment well. They use the computer well, which has enticing programs to engage them.

Children love to share their experiences with adults and chat enthusiastically about their discoveries. Staff have a good understanding of how young children learn and are effective in asking challenging questions. The needs of different age groups are met by having them attend at different times of day. Good numbers of staff enable children to have regular opportunities to talk with an adult. Concentration levels are good because the pace of learning is brisk. Children learn to take turns and to share. They eat healthily and their food choices are well monitored and relayed to parents. They enjoy taking exercise and develop their physical skills well. For example, they show great concentration in throwing accurately. They are clear about how to use equipment safely and play sensibly with large toys when outdoors. In imaginative role play, they are learning new skills which are important for the next stage of their development and well-being. Basic skills of literacy and numeracy are developing well. Their learning helps to promote a good understanding of the world around them.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.