

Tackley Pre-School

Inspection report for early years provision

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Inspection date	08/09/2009
Inspector	Jan Leo
Setting address	c/o Tackley C of E Primary School, 42 St. Johns Road, Tackley, Kidlington, Oxfordshire, OX5 3AP
Telephone number	01869 331447
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Type of setting	Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tackley Pre-School provides full day care for children aged from two to five years. It has occupied its present site since 1993, but first opened in 1972 as a playgroup. The pre-school operates from a mobile unit in the grounds of Tackley C of E Primary School in Tackley, Oxfordshire. It is run by a committee of parents and is a non-profit making organisation.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may accept a maximum of 12 children under the age of eight years and all may be in the early years age group. There are currently 22 children on roll, of whom 19 receive funding for early education. All are in the early years age range and they attend for a variety of sessions. The pre-school opens on Mondays and Tuesdays from 08.45 until 14.45 and operates during the mornings only, from 08.45 until 11.45, for the remainder of the week. The pre-school is open for 39 weeks each year.

There are three members of staff working with the children and two hold nationally recognised qualifications at level 3. A training programme is in place to enable staff to gain or increase their level of qualification.

The building is reached from a pedestrian footpath and parking is available a short walk from the site. There is a ramp to access the pre-school and the building includes facilities for the disabled.

The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff work exceptionally well as a team to support the children and make sure everyone enjoys their time at the pre-school. They all assist in planning and evaluating their practice in order to become fully competent in all aspects of the day and identify areas for improvement. Staff and committee work very closely together, setting clear aims and driving ongoing development in order to raise standards. Further training is encouraged to equip staff with the skills to safeguard children effectively and deliver a stimulating and appropriate learning programme to ensure children make good progress in all areas. Most systems are robust in practice but some of the supporting paperwork lacks the required detail, limiting its value. The staff form strong relationships with parents to help them stay up to date and feel part of their children's ongoing development, but they have yet to build links with other childcares in order to liaise over individual development plans and enhance what children do elsewhere.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of the information used to assess the suitability of adults who have regular contact with the children, including the unique reference number of Criminal Record Bureau (CRB) Disclosures and the date on which they were obtained (Documentation) 28/09/2009

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

- develop risk assessments to reflect changing circumstances and show how hazards are addressed as children grow and develop
- continue to develop links with other childcare providers, used by the children, to enhance what they do elsewhere.

The effectiveness of leadership and management of the early years provision

The staff operate a very effective key worker system to promote a feeling of security within the group and build on the intimate, friendly feel that prevails throughout. The staff have a secure understanding of their responsibility to safeguard children from harm and have clear reference material to assist with referrals should a concern arise. All staff help with daily safety checks and remind children of how to play safely, taking responsibility for maintaining a safe environment for everyone to enjoy. This helps develop the staff's understanding of how to avoid accidents and increases the effectiveness of supervision on a day to day basis. The staff deploy themselves well, moving around according to children's needs, in order to support children's development and help promote good practice for later life. The children know what staff expect and require few reminders about their behaviour. As a result, they feel safe and play sensibly showing consideration towards their peers.

Staff have formal risk assessments for the environment and review these from time to time to take account of general wear and tear or obvious changes. They do not currently update the paperwork after the regular informal reviews they use to maintain safety as children grow and develop. Documentation is generally well organised and easy to follow. Most is effective in fully supporting operational practice and complies with specific legal requirements. However, whilst the checking process is robust, there is insufficient detail recorded to show how suitability decisions are made regarding staff and committee members who have access to the children.

The staff develop good systems of communication to build strong partnerships with parents. Children's progress records are available for their families to see and friendly discussion at drop off and collection ensures adults remain up to date with children's changing interests and needs. Twice a year, the pre-school holds parent's evenings to offer more formal feedback regarding children's progress, and

essential information is on display along with planning and other details about daily operations.

The quality and standards of the early years provision and outcomes for children

The staff have a secure understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. As a result, the children generally arrive happily, settle quickly and remain productively occupied throughout.

The children arrive to find an interesting range of activities to choose from. They confidently select what to do and some ask to play outside, eager to spread out and make use of the additional equipment in the outdoor area. Some practise mark making outside, using chalk, while others play 'house' together and make a 'bop, bop, bop' noise as they program the microwave to cook their food. The children talk about things that interest them, sociably sharing ideas and special events with both adults and their peers. New children receive additional support to ensure they feel part of the group and know what staff expect. They settle quickly, forgetting any initial upset, and join in the activities with increasing confidence as the day moves on.

The toys and equipment live in low level storage units around the room and have pictures and labels to help children find them easily. A wide range of colourful, interesting and technical items is available to all children to help them develop a firm understand of technology and modern life. The staff encourage children to access resources freely to develop their independence and they use drawers with tricky catches to add increased challenges for the more able children. Some find glue sticks and a stapler before artistically creating a collage with paper shapes and pipe cleaners. The children sit for lengthy periods, concentrating hard to create a masterpiece from their imagination, and proudly showing off the finished result to all who show interest. The staff praise children's efforts to boost their confidence and help them feel special. As a result, the children willingly try everything on offer and benefit from the full range of activities available.

The children link well with their peers and play harmoniously throughout the day. They share resources fairly and learn to respect other peoples work. For example, they know not to take play dough from other children and they receive clear explanations about not squashing another person's creation, even as a joke. The staff join in play to help children know how to behave and understand what they see. They all link learning effectively to ensure learning is relevant and they evaluate the success of the programme, on a weekly basis, to make sure planning addresses individual needs and supports children's progress consistently. As a result, children learn very effectively through play and develop a strong sense of security to ensure they can relax and have fun.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met