

# Skips

Inspection report for early years provision

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**Unique reference number** EY294341  
**Inspection date** 08/12/2009  
**Inspector** Fiona Robinson

**Setting address** West Kidlington School, Oxford Road, Kidlington,  
Oxfordshire, OX5 1EA  
**Telephone number** 07704 525312  
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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*.

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## **Description of the setting**

Skips Pre-School is run by a parent management committee and has been in operation for over 40 years. It operates from a classroom in West Kidlington Primary School near Oxford. There is ramped disability access to the building. It is situated in a residential area and serves the local community. The setting is registered on the Early Years Register. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open on weekdays during school term times. Morning sessions are from 08:55 until 11:25 and afternoon sessions are from 12:45 until 15:15. A lunch club operates daily from 11:30 until 12.40. All children share access to a secure enclosed outdoor play area. There are currently 38 children aged from two to under five years on roll. Of these, 14 children receive funding for nursery education. The pre-school currently supports a number of children who speak English as an additional language, and children who have special educational needs and/or disabilities. The pre-school employs five staff, two of whom are joint supervisors and hold level three qualifications. Three other staff hold appropriate qualifications. The setting has links with the host school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The overall effectiveness is good, because children enjoy their activities and are treated with warmth and respect by staff. Staff are very effective at promoting the children's welfare and ensure that children are fully included in activities. Partnerships with parents and the host school are good and information is shared effectively. The manager and staff have a good understanding of the strengths of the pre-school and areas for improvement. They demonstrate a good commitment to continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the use of technology in the setting
- extend and develop the layout and resources for the outdoor area of learning.

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

Staff have an excellent understanding of safeguarding issues and ensure that policies and procedures are fully implemented to ensure children's safety. Risk assessments are carried out regularly to keep children safe in their environment. Robust and rigorous recruitment and vetting procedures ensure staff working with the children are experienced and suitable. Staff are deployed very effectively to ensure children's safety and security within the setting is excellent.

Parents receive regular information through discussion, newsletters and the pre-school website. They say that the staff are friendly and approachable and that they promote the children's independence and enjoyment well. They are kept informed of their children's achievement and have regular access to their Learning Journeys. Benefits arising from close the links with the host school include good access to the outdoor environment.

The setting is well managed and good self-evaluation systems ensure that staff have a good idea of strengths and areas for development. They recognise the need to extend and develop the layout, organisation and resources for the outdoor area of learning. In addition, staff have identified that technology is not currently used as much or as effectively as it could be. Good progress has been made in addressing the recommendations of the previous inspection. In particular, the children freely access the outdoor play area and enjoy choosing their own play activities. Staff are well deployed and effective use is made of resources to meet the needs of the children. Staff very effectively promote equality and diversity and all children achieve well. They regularly monitor children's achievements and use this information to plan future learning experiences. Staff work well together as a team and demonstrate a good, shared commitment to develop this setting.

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

Children benefit from being cared for in a bright, stimulating, inclusive environment. Activities are well-planned and children achieve well across all areas of learning. Key staff carry out regular observations of children's progress and use these effectively to guide planning. Children enjoy learning through topics such as 'Winter' and 'Christmas'. Festivals such as Diwali enrich their experiences of culture and diversity and parents are involved well in these celebrations.

Children are keen to experience the activities offered to them. They enjoy walking in the field to collect leaves and looking for bugs and insects. They complete colourful bark and leaf rubbings for display and enjoy junk modelling and painting activities. They listen well to stories such as 'That's not my Santa' and are eager to talk about what has happened. They tunefully sing 'Twinkle, Twinkle, Little Star' and most can count up to ten and beyond. They can write their own names and enjoy mark making and practising their letters. Their personal, social and independent skills are developed well in circle time and they have contributed to the smooth running of the setting by compiling their own rules for the pre-school.

Children's behaviour is good because adults have high expectations. They share resources sensibly and make good progress in the physical area of learning. They enjoy using the slide and a good selection of wheeled toys and bicycles to extend their physical skills. Overall, children have a good understanding of keeping healthy and safe. They are encouraged to make healthy choices at snack time and enjoy making soup using tomatoes and courgettes which they have grown. They know the importance of taking exercise and enjoy dancing the samba. They develop a good knowledge of how to keep themselves safe and have benefited from talks on

fire safety. Opportunities to use the computer are welcomed; however the staff have identified the need to extend the use of technology in the setting. Children enjoy fundraising activities such as treasure hunts and activity days. Overall, the children are well prepared for their next stage in learning in this inclusive setting.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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