

Ascott-under-Wychwood Pre-School

Inspection report for early years provision

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Setting address	Tiddy Hall, Shipton Road, Ascott-under-Wychwood, CHIPPING NORTON, Oxfordshire, OX7 6AG
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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

Ascott-under-Wychwood Pre-School opened in approximately 1970. It operates from the main room in Tiddy Hall in the village of Ascott-under-Wychwood near Burford in Oxfordshire. The rear, enclosed, outdoor space includes a paved area and a safety-surfaced garden for children's play. Children also use the front patio and gravelled car park for wheeled toys and ball play. The pre-school is open each weekday during term time on Monday, Tuesday and Wednesday from 9am to 2.30pm, on Thursday from 9am to 11.45am and on Friday from 9am to 1pm. Older children may choose to stay for the afternoons. The setting supports a toddler group for children aged under two and a half years at a separate venue.

The pre-school is registered on the Early Years Register to care for 26 children in the early years age group. There are currently 48 children on roll aged from two years to four years who come from a wide area. The pre-school currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language.

The pre-school employs seven contracted members of staff and two regular cover staff who all hold appropriate early years qualifications. One member of staff is working towards an Early Years Foundation Degree and the play leader holds Qualified Teaching Status. The pre-school provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a fully inclusive environment where children settle to be secure and happy. Children achieve very well in all aspects of their learning and development and, overall, the planning of their progress is successful. A very strong emphasis is placed on meeting individual needs and staff organise most routines and experiences to be interesting and stimulating. Children's welfare is actively promoted through excellent health and safety arrangements to foster children's safeguarding. Many aspects of systems to work in partnership with parents, carers, other agencies and providers are well developed. Excellent commitment to ongoing improvement mean that areas for development are systematically identified and effectively addressed, resulting in improved outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance children's progress towards the early learning goals by maximising

support for their involvement and by obtaining more information from parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

The children are fully safeguarded, because of the staff's up-to-date knowledge and understanding with regard to child protection procedures. Thorough and effective written statements and highly organised procedures are known by all of the staff and are well shared with the parents and carers. Clear and supportive management responsibilities ensure that any concerns noted are swiftly dealt with and precise records are maintained for the benefit of the children's well-being. All staff are vetted and visitors are always accompanied to protect children. A comprehensive risk assessment programme is in use; this is documented and detailed with potential hazards, what action taken to address and when last reviewed.

The staff accurately promote equality of opportunity. As a result, children are making outstanding progress in their understanding that, although everyone is different, all are just as important. The very good deployment of varied, quality resources allows children to self-select toys of their choice, as these are well labelled and stored within their easy reach. Meaningful plans include diversity with children having the opportunity to learn about other parts of the world, including words from different languages. A wide range of resources reflects positive images of gender, age, disability and culture, including books, small world figures and clothes. The individual needs of children are, overall, given significant consideration when planning a suitable and extensive range of activities. These include enjoyable extra curricular opportunities, such as clubs for cookery and dancing. Safe and stimulating play encourages a very good standard of consistent progress in the children's learning and development.

The partnership between the pre-school and parents and carers is strong, with both parties liaising closely to ensure children receive the care they require. Families report of their immense satisfaction with regard to information they receive about the children's progress. They appreciate the efforts made to share children's records of achievement, though their input to these is not maximised. The staff work substantially with agencies involved with the children. Some effective systems are developed to link with other providers that may deliver the Early Years Foundation Stage; for example, key persons verbally share information so continuity of care has a considerable benefit for children.

The enthusiastic staff are, overall, well qualified and continue to attend a variety of training, so they retain and further increase their considerable level of knowledge with regard to early years. The voluntary committee and staff work as a dedicated and committed team, as they are self-motivated and eager to maintain continuous improvement. Recommendations from the previous inspection are well implemented to improve children's safeguarding, independence, access to mark-making tools and assessment. The pre-school has successful methods of self-evaluation in place, in which all families, children and staff are encouraged to

participate. These help staff to identify the provision's strengths and weaknesses, with plans for the future being accurately targeted. For example, they wish to offer each child a greater degree of individual support and to further develop the links between assessment and planning.

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

The children make very good progress in their learning and development. This is because staff take care to identify individual needs and interests and, in practice, use these effectively to plan and foster experiences that interest, stimulate and equip children with skills for the future. They confidently use their initiative to solve problems, such as designing complex models and playing group games. A strong key person and buddy system ensures that staff know the children and their families well. This, along with an integrated programme of observation, means that children's activities are regularly recorded. Their achievements are monitored to plan for their next steps and some of their interests. However, systems to offer specific, appropriate teaching to key children vary in consistency and frequency, including the use of small groups.

All children achieve very well, including those learning English as an additional language or with special educational needs and/or disabilities. These children receive fully considered, highly individual support from skilful and caring staff so that their achievements are always recognised and valued. Children's progress is very good in all areas of learning, and particularly high in creative development and communication language and literacy. This is because children are free for much of the session to become engrossed in their own ideas using a wide range of creative media. Children benefit from opportunities to talk with adults about their chosen play and become engrossed in extended role-play, including participating in 'weddings'. They make very good use of the attractive, highly resourced indoor and outdoor spaces for exploring the natural world. For example, they eagerly participate in extensive water and sand play, closely examine materials including objects emerging from ice blocks, and help to grow fruit and vegetables for their snacks.

All children show a strong sense of security and feel safe within the pre-school as they develop very strong attachments to the familiar people caring for them. They enjoy their time in the setting and settle quickly to their chosen play. Children safely use a wide range of tools and equipment and know how to handle these in order to keep safe. Their understanding of safety issues and how they demonstrate this is exceptional. Children are extremely confident and competent in communicating their thoughts and show a mature response to take responsibility about their own and others' safety, for example, on outings, during exciting Forest School activities and while negotiating challenging physical play equipment. They are familiar with emergency procedures as they frequently practise evacuation drills. Children show an exceptional understanding of the importance of following good personal hygiene routines, readily choosing to spend time out of doors in the fresh air and making healthy food choices at snack and mealtimes.

Children demonstrate very caring attitudes towards others as they include them in their play. They share the resources and willingly take turns, for example, with the technology equipment that includes a computer. The clear expectations of staff and the appropriate positive boundaries that children help to set mean that each child receives very good support to behave and to have good manners. The children are confident, inquisitive and enthusiastic because the pre-school provision effectively meets their needs and provides interest and enjoyment, often through unusual, fascinating activities, such as hatching and rearing chickens.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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