

# Paddocks Pre-School

Inspection report for early years provision

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**Unique reference number** 133711  
**Inspection date** 22/06/2011  
**Inspector** Rachel Edwards

**Setting address** Paddock Road, Wallingford, Oxfordshire, OX10 9LT

**Telephone number** 01491 825333

**Email**

**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

Paddocks Pre-school is run by voluntary committee made up of parents. It opened in 1965 and operates from purpose built premises. Children have access to a secure enclosed outdoor play area. It is situated adjacent to the local primary school in Wallingford, Oxfordshire. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 32 children, aged from two to under eight years, any one time. The pre-school is open during term time only from Monday to Friday with morning sessions from 8.45am to 11.45am, with a daily lunch club from 11.45am to 12.15pm and afternoon sessions from 12.15pm to 2.45pm. They also open from 2.45pm to 4.45pm on Mondays, Tuesdays, Wednesdays and Thursdays. There are currently 74 children on roll aged from two to four years. Children come from the local area. The pre-school supports children with special educational needs and/or disabilities and also children who learn English as an additional language. The pre-school employs nine members of staff who work directly with the children. Of these, eight hold appropriate childcare qualifications, including the manager who has an early years degree, and six others at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this friendly, stimulating pre-school. Caring staff help young and new children feel settled and part of the group. Staff know the children extremely well and form generally effective partnerships with parents and other childcare professionals to make sure that each child's needs are fully met and that they all make very good progress. The exceptionally well planned outdoor play area, which children can freely access, adds considerably to their enjoyment and the range of skills that most develop. Staff are well qualified and highly motivated to provide the best they can for each child. Through relentless self evaluation of what they do and by setting and achieving ambitious targets, they are extremely well placed to continuously improve outcomes for all children.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the partnership with parents by encouraging them to contribute more frequently to their children's learning records.

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

Children are effectively safeguarded by vigilant staff, who fully implement supporting policies and procedures. Robust recruitment and vetting procedures ensure that staff are suitable to work with children. All staff receive regular child protection training and are confident to follow agreed procedures should they have concerns for a child's welfare. Detailed risk assessments are used effectively to identify and minimise dangers to children. This means that children can safely access all play areas at any time, giving them the freedom to follow their own interests. Most staff hold current first aid certificates. Staff follow stringent hygienic practice, which significantly reduces the risk of cross infection.

The experienced senior staff and capable committee make a highly effective management team. They successfully inspire the staff to do all they can for the children and to undertake regular training and gain further qualifications to increase their knowledge. They are ambitious, with clear achievable plans for the future. They use feedback from parents, children and professional advisors to help them evaluate their practice and target improvements that will bring about the best outcomes for children. They have been highly successful in obtaining and raising funds, which have enabled major projects to be completed, such as an extension to provide a second quiet playroom and the creation of an exciting, stimulating outdoor play area and sensory garden. Resources are used extremely well to meet the children's needs.

The pre-school recognises the individuality of each child and this is key to its success. Key workers get to know children very well. They monitor children's progress and well-being carefully so that any concerns are picked up early and additional help is sought if needed. Several children are learning English as a second language and the pre-school supports them well, using specialist advice to further improve how they do this. Staff are especially successful in settling new or younger children and are alert to any child looking lost or left out. They provide sleep mats and a quiet room for anyone needing a rest, which is especially important for the children who attend all day. This attentive approach results in happy, confident children who are eager to learn and explore for themselves.

Partnerships with parents are very positive and they speak enthusiastically about all that staff do for the children. They receive a range of useful information in many forms so all are included; for example, through use of a social networking site and a virtual tour of the the pre-school on its website. Parents see children's developmental records each term and are invited to comment on their children's progress. However, they are not fully encouraged to contribute routinely to these to help gain a fuller picture of children's interests and abilities. Good links have been established with schools that children move on to, which helps them make a smooth transition into formal education.

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

It is clear that children thoroughly enjoy their time at this pre-school. They come in enthusiastically and greet staff and friends before quickly choosing from a wide range of interesting activities. Caring staff gently guide any less confident children. Staff have planned the environment thoughtfully to stimulate children's interest and encourage their independence. They are able to go outside when they wish, which especially benefits those who learn better outside. The outdoor area provides an excellent, exciting place to play and staff are well deployed to keep children safe. Children climb, slide and balance using great ingenuity on the challenging climbing equipment. This enables them to be aware of danger without being overly fearful. They hide in bushes, race bicycles down the path and roll down the slope. They swirl hoola hoops with pride and dig enthusiastically in the deep large sand pit 'to get to the very bottom'. The range of resources stimulates imaginative play, which develops children's language and social skills very well. For example, a group busily work together mixing mud, sand and water to plaster a crack in the path as they 'mend the road'. There are sheltered areas so they are not deterred by the weather. A sudden downpour sends children racing in for coats and calls to others to come out and see. They choose a story glove puppet and, with a member of staff, sit under the cover and sing in the pouring rain. These are memorable occasions giving children much to talk about and fire their creativeness.

Staff routinely observe children at play and identify the next steps in their learning. They make good use of regular one-to-one time to teach and reinforce new skills. They understand how children learn and are aware that many boys can be reluctant to try early writing. They encourage them through enjoyable activities, such as washing a large blackboard with big paint brushes and several begin making swirling patterns and lines on the floor with the wet brushes. Children use information technology in different ways and they become highly competent at operating simple programs on the computer and control the mouse with skill. They have many opportunities to solve problems, for example, working together to create an obstacle course from big blocks

Children become highly independent. They manage their personal needs, such as hand washing extremely competently, and know why this is important. They put on boots and coats to go outside, many needing little help. They can choose to have a snack when they are hungry and the more capable spread their own toast, pour drinks and carefully count out their share of fruit. They understand about healthy living as they eat well and greatly enjoy being physically active. They willingly help with chores, such as clearing the table and putting away toys. They behave very well and despite it being a large group, there are no incidents of unkindness and the staff soon calm any overly boisterous activity. The children learn to value differences; for example, they enjoy hearing from parents how they celebrate the New Year in Iran. They become sensitive to the needs of others, for example, taking part in a charitable event. They learn to care for the environment, through recycling waste, looking after the pre-school's giant snails, and growing fruit and vegetables in the garden. Overall children develop excellent skills and an

enthusiasm for learning that will serve them extremely well in their future lives.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1

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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