

# Berinsfield Early Years Pre-school

Inspection report for early years provision

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| <b>Unique reference number</b> | EY426703    |
| <b>Inspection date</b>         | 09/09/2011  |
| <b>Inspector</b>               | Melissa Cox |

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| <b>Type of setting</b>  | 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

Berinsfield Early Years Pre-school opened in 1991 and registered at its current premises in 2011. It is managed by a voluntary committee of parents and carers. It operates from a purpose built building and serves the local and surrounding area. Children have access to an enclosed outdoor play area. 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 24 children from two to the end of the early years age range. There are currently 34 children on roll, of whom 18 are in receipt of early years education funding.

The pre-school opens five days a week during school term times and is open from 8.45am to 3.15 pm. Children may attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as a second language. The pre-school receives funding for the provision of free early education to children aged two, three and four. Five members of staff work with the children, all of whom hold appropriate early years qualifications to level 3 and above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Inclusive practise and meeting the diverse needs of all the families is at the heart of this pre-school. Children thrive in this exciting and stimulating setting and make excellent progress given their age, ability and starting points. Established and effective working partnerships with parents, schools and other local agencies are a significant factor in meeting children's needs. The children's care, learning and welfare are significantly enhanced by the highly ambitious way the setting is led and managed. Excellent systems are in place to monitor and evaluate the provision and this demonstrates a true commitment to continuous improvement and development.

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

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

- extending the use of the garden area to further enhance children's enjoyment of the outdoor play

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

Safeguarding procedures are excellent and all adults are clear about their roles and responsibilities. Frequent review of policies and up-to-date information about safeguarding children ensures staff are well informed on how to protect children from harm and follow procedures to promote their welfare. All staff are rigorously checked for their suitability and there are thorough recruitment and induction practices to ensure staff are suitable to work with the children. Children's overall well-being is significantly enhanced by the exceptional organisation and risk assessment procedures in the pre-school. Robust welfare policies and procedures link to rigorous systems of monitoring and evaluation and enhance children's experiences at the pre-school.

The leadership and management of the pre-school are exemplary. The manager and chairperson provides a powerful sense of purpose and direction that, coupled with the highly motivated staff team, provide an environment rich with exciting activities and spaces in which children are able to explore and take risks. Staff have an unquestionable commitment to quality. They are efficient in identifying any barriers to children's success and draw on their own skills and those of specialist support agencies to overcome them. Self-evaluation procedures are excellent and lead to very precise and appropriate priorities for further improvement. Recommendations from the Local authority support worker have been addressed fully and the self-reflective, enthusiastic attitudes from staff in the pre-school indicate their willingness to continually develop their practice.

The promotion of equality and diversity is outstanding. Excellent systems are in place to identify and support any children with additional needs. Staff ensure that children's home language is reflected in their play and learning, to build strong bilingual foundations. The pre-school makes sensitive use of specific resources to support children throughout personal events in their lives and recognise their individual needs. For example, when new children settle at the pre-school, staff ensures they have a range of specially selected resources to hand, based on the child's interests, so that they feel welcome and secure. Inclusion is strongly promoted through activities. Positive attitudes towards diversity and difference ensure that children and their families feel included, safe and valued. Positive learning environments are generated as the indoor and outdoor play areas are creatively organised. The areas of continuous play are extensively resourced and children select toys, resources and books easily, making informed and independent choices in their play and learning. The staff team have a vision for the outdoor area, which includes developing it to allow for children to have increased opportunities to explore the natural world. Dynamic plans to enhance this space have been drawn up and staff are beginning to implement these new initiatives. Partnerships with families and the community are outstanding. Parent's and carers comment that the staff are very welcoming, professional and friendly. A range of written information is available about the pre-school and what parents and carers can expect for their children, providing excellent guidance and reassurance. The staff have established purposeful relationships with the families

who attend and highly value their contributions. An 'open door' policy and regular newsletters to parents, in addition to informal discussions and parental questionnaires, ensure that communications are clear and effective. Any issues raised are addressed immediately and the pre-school is extremely responsive to the needs of all their users. A strong ethos of supporting the family as a whole, underpins the work of all the staff. They work closely with families and a range of outside agencies to ensure all children get the early support that they may need to develop to their full potential. There are excellent links with other community groups and the host school.

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

Children are very eager to attend the pre-school and make significant gains in their learning. All children make outstanding progress towards the early learning goals, relative to their starting points. Staff make effective use of their observations of children and plan activities that support their individual development. Information is also used exceptionally well to inform future planning and leads to clear identification of each child's next steps of development which are in turn shared with parents. Children's preferred learning styles are identified and staff ensure that resources are organised very well to support these. The free flow provision of interesting and challenging activities are designed to stimulate individual young minds and the well qualified staff team all have an excellent knowledge of how young children learn through play.

Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves and guide much of their own learning. Children have an excellent sense of belonging and have formed strong attachments to staff. Children's behaviour is managed well through clear and concise behaviour management strategies and staff act as positive role models. Staff makes great use of praise and confidence building techniques to successfully teach children to play cooperatively. Children are all encouraged to think about their own personal safety and that of others as they are reminded to move safely and use equipment carefully.

Children's mathematical thinking is actively promoted as an integral part of all activities and children are able to count confidently up to ten and beyond and calculate simple problems. Many of the activities are skilfully planned to promote high levels of inquisitiveness and observation and staff are highly effective in a manner which supports and challenges children in all areas of learning. Staff have an intimate knowledge of the character and development of each individual. They are able to subtly introduce increasingly challenging tasks and ideas. As a result, children are very enthusiastic learners and explorers, and demonstrate a high level of curiosity when exploring all the activities on offer.

Staff are highly skilled in supporting children's learning through meaningful discussion and questioning. The pre-school successfully promotes the 'Every Child

a Talker' program and a large majority of children reach higher than expected levels of language and communication skills. This is because the pre-school provides excellent opportunities and encouragement for children to talk and listen with a clear purpose. Children take part in a range of exciting activities, such as recording their own messages for siblings to listen to at school break time. Children explore rhythm and music as they take part in singing a range of nursery rhymes and parents have the opportunity to be involved at home as they are provided with their own version of the CD. Literacy and a love of books is encouraged, and staff spend time snuggled on cushions with children, exploring a variety of fiction and non-fiction books. Staff have skilfully promoted mark making, especially for those groups of 'reluctant' mark makers through a range of exciting focus activities and every day opportunities, such as den making or writing lists in the garden. Enjoyable experiences and activities extend children's natural creativity, as they investigate textures, paint, glue, sand and water with excitement.

Excellent use is made of the outdoor space to support children's physical development and learning. Children enjoy running up and down the small hill and pretend they are going on a Bear Hunt. They grow a variety of produce in their garden which contributes to discussions on healthy eating. Children delight when the tomatoes in the garden turn red and ripe for picking and they use them at snack time as an additional topping to their cheese on toast. The extensively resourced garden area supports children's critical reasoning and problem solving skills further. Children arrange a series of drain pipes and tubs and calculate how long a set of differently sized balls will take to travel to the bucket at the end. They experiment with the angles of the pipes and determine that some of the balls are simply too big to travel down the pipes, while some cover the distance in a short time. The pre-school commitment to sustainability is excellent as staff encourages children to recycle items in the bins provided. Children are gaining an awareness of alternative power sources as they wonder over to the windmill at the nearby school.

## 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

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|--|---|
| <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

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|--|---|
| <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  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

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|--|---|
| 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

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|--|---|
| <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