

# Combe Pre-School

Inspection report for early years provision

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**Unique reference number** 133487  
**Inspection date** 18/10/2011  
**Inspector** Sheena Bankier

**Setting address** Methodist School Room, Park Road, Combe, Witney,  
Oxfordshire, OX29 8NQ

**Telephone number** 01993 898813

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Combe Pre-School registered in 1968 and is managed by a parent committee. It operates from a Methodist school room in the village of Combe near Witney in Oxfordshire. There is a fully enclosed outdoor play area. The pre-school serves the local area and surrounding villages. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from two years to under eight years may attend the pre-school at any one time. There are currently 17 children on roll in the early years age group. Early years funding is available for eligible children aged three and four years. The pre-school is open during school term times Monday to Friday mornings from 9.15am to 11.45am. A lunch club is offered on Monday, Tuesday and Thursday from 11.45am to 12.45pm. Afternoon sessions are held on Monday, Tuesday and Thursday from 12.45pm to 2.15pm. The pre-school employs four staff, all of whom hold appropriate early years qualifications. Two members of staff are working towards further qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well at the pre-school and make positive progress in their learning and development overall. The pre-school soundly promotes most aspects of children's safety and welfare, although fire evacuations are not practised regularly. Self-evaluation processes are suitable and the pre-school shows a satisfactory ability to maintain continuous improvement. Children generally make good progress in their learning, although their awareness of good hygiene and diversity are not fully promoted. Relationships with parents are effective, although partnerships with other professionals involved in the care of the children are not as successful.

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

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

- support children's understanding of the importance of good hygiene
- develop further activities and opportunities for children to share their home lives and experiences and to promote their home languages
- develop partnership working with other settings to support children's learning

- and development further
- undertake regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

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

Staff have a generally secure knowledge and understanding of safeguarding children. They are aware of the signs and symptoms of abuse and know what to do if they become concerned about a child in their care. Staff are due to attend safeguarding training shortly to update their knowledge and understanding further. On occasions, the pre-school practises the evacuation procedure. However, this is not recorded consistently or practised frequently enough to reinforce children's understanding of the procedure. Children are kept suitably safe in the pre-school environment, for example, the main door is secure and guards prevent access to the heaters.

A high ratio of staff enables children to receive plenty of time and attention. The staff are encouraged to undertake ongoing training. This soundly underpins their professional development and practice and positively promotes the steady driving of improvements. Records to demonstrate that staff have undergone Criminal Record Bureau checks and are suitable to work with children are in place. The pre-school securely uses support systems to promote steady improvement, such as following advice from the local authority early years advisory team. The pre-school incorporates children's ideas and interests well, and parents are able to contribute their ideas and views by exchanging these with the pre-school. This results in the pre-school suitably evaluating the service and promoting appropriate continuous improvement. Good information is available to parents about their children and the pre-school service, including information relating to the six areas of learning and the pre-school website.

The pre-school promotes the diverse society within the environment and resources. Staff positively welcome all children and families. However, although they gain information about children's individual backgrounds, for example, home language and religion, the pre-school does not always reflect these in practice. Staff work well with children with special educational needs and seek advice and support to promote children's ongoing progress. Some partnerships, such as those established with the village school, are effective. Good communication is in place to support continuity for children. However, partnerships with other settings in the wider community are not as well established. As a result, there is a lack of cohesive working to meet all children's needs effectively. Children benefit from a well-organised welcoming environment that has good quality resources. Toys and equipment are stored well with word labels and photographs on storage boxes to identify them. This supports effective independent choices for children.

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

Children enjoy their time at the pre-school. They leave their parents and carers with confidence and settle well on arrival. Children develop an appropriate understanding of safety, for example, as staff remind them 'to mind their fingers' when they open up the letterbox. Children positively contribute to the pre-school, for example, they find their place mats at snack time and clear these away with their plates and cups afterwards. They develop independence skills, such as, pouring their own drinks. Resources positively reflect diversity, for example, through toys, books and pictures. Staff demonstrate a sound understanding of individual children's needs; however, they do not always use this information proactively to further promote inclusive practice. For example, they do not always encourage the sharing of experiences relevant to individual children's backgrounds. Children enjoy play together and demonstrate positive social skills, such as sharing resources. Toys and equipment are stored well with word labels and photographs on storage boxes to identify them. This supports positive independent choices for children and underpins their early understanding of print.

Staff plan effectively to support children's progress, for example, they use day-to-day observations to reflect on children's learning and to plan for their ongoing achievements. Individual progress records reflect children's achievements both at the pre-school and at home, including parents contributing 'wow' moments. This provides staff with a wider picture of children's progress. The pre-school tracks children's progress clearly enabling them to plan for children's learning and development effectively. Plans for themes and topics include differentiation to support the varying ages and abilities of children attending. Staff positively interact with children to support their learning, asking questions and extending discussions. Children develop good skills for the future, for example, they competently and independently use the computer. They contribute to the themes and topics by bringing in items for 'show and tell'. Children confidently speak in front of the group of children about these. They demonstrate good listening skills and individual mats for children to sit on underpins their positive understanding of personal space at group times. This also supports children's sound behaviour. Name cards and name labels promote children's secure recognition of their names and form a regular part of the routines, such as the self-registration system and snack times.

Children benefit from healthy snacks that include a variety of different foods. These help support them in trying new foods, such as Naan bread and different types of fruit. Children follow good hygiene routines, for example, as staff remind them to 'rub the soap' onto their hands as they wash them. However, children's understanding of why good hygiene is important is not fully promoted. Children enjoy fresh air and use a variety of equipment to underpin their sound physical development, for example, balancing on stilts and learning to pedal ride-on toys. The pre-school make good use of local facilities, such as nature walks in the neighbouring green space and use the fixed play equipment that offers challenge

to children's physical skills.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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