

# Southmoor Pre-School

Inspection report for early years provision

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EY426096

**Inspection date**

23/11/2011

**Inspector**

Gill Little

**Setting address**

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**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

Southmoor Pre-School opened in 1968 and is managed by a voluntary committee. It moved to new premises in 2011 within the grounds of John Blandy Primary School in Southmoor, near Abingdon. The pre-school operates from purpose-built accommodation within the new children's centre. It has access to an outdoor play space. Children attend from the local rural communities.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight may attend at any one time, all of whom may be in the early years age range. The pre-school is currently caring for 33 children on the Early Years Register and four children on the Childcare Register. It supports children who are learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four.

The pre-school is open on weekdays during school term times from 9.00am until 3.00pm. It operates an after-school club from 3.00pm until 6.00pm. It has links in place with the school and children's centre.

The pre-school and after-school club employ six staff, all of whom hold relevant qualifications. The manager holds a degree in Early Years. In addition, one member of staff is working towards an additional qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this safe, calm and welcoming environment. They make good progress in most aspects of their learning. A successful key person system helps staff to meet children's individual needs effectively. Positive partnerships with parents result in good levels of continuity between home and the pre-school. Staff are developing some links with other professionals to enhance the quality of care they provide. The committee, staff, parents and children all contribute effectively to self-evaluation processes. As a result, there is a strong focus on continuous improvement.

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

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

- explore new ideas to maintain a regular two-way flow of information with other early years providers who share the care of children, in order to enhance continuity between settings
- model and encourage the use of mathematical language through everyday

activities and routines.

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

There is a high level of commitment to promoting children's safety. Robust recruitment procedures effectively assess the suitability of staff to work with children. Staff have a clear understanding of safeguarding procedures and they receive regular training. They know how to recognise children at risk of harm and what to do if they are concerned. The premises are spacious, clean, safe and secure. Improved security procedures at the main door effectively promote children's safety when they enter and leave the pre-school. Staff create an attractive and welcoming learning environment. Resources are of high quality and easily accessible to children so that they can choose independently. A wide range of well maintained documentation successfully supports the safe and efficient management of the pre-school.

Staff actively promote equality and diversity. The key person system is successful in identifying and supporting children's individual needs. Staff work closely with parents when children first start at the pre-school to find out about their preferences, interests and family backgrounds. They use this information effectively to help children settle. For example, they support children who are learning English as an additional language by using key words in their home language. Staff follow a well established system to observe and assess children's individual progress. As a result, they successfully identify children's ongoing interests as well as any gaps in their learning. They then plan activities tailored to interests and challenge individual children. They actively seek support from outside agencies as necessary. This process is effective in helping all children to make good progress in most aspects of their learning.

The pre-school establishes positive relationships with parents. Staff keep parents well informed about their children's progress through daily discussions, parent evenings and, where necessary, communication books. They encourage parents to share their observations of children's progress at home, such as completing a questionnaire about independence skills. They consult fully with parents when identifying children's next steps in learning. This encourages consistency between the home and the pre-school. Staff are developing links with the on-site school and children's centre. For example, they encourage visits from the school's reception teacher and occasionally take children into the school. Staff have tried to establish links with other early years providers who share the care of children, but this process to date has not been successful. This weakness has some limitations in providing continuity for children between settings.

The pre-school is proactive in taking into account the views of staff, committee members, parents and children when evaluating its practice. For example, children completed a pictorial questionnaire to provide ideas for resourcing the new outdoor play area. As a result, the garden now includes a vegetable patch and a path for children to ride their bikes. There is a strong focus on driving improvement. Interesting plans are in place to develop practice, such as the

possibility of becoming a Forest School to extend outdoor learning.

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

Children display a strong sense of belonging. They enter the pre-school happily and settle quickly to activities. They have strong relationships in place with their key person, other staff and friends. They show good levels of behaviour for their ages and benefit greatly from the kind and friendly nature of the staff team. They are developing a good understanding of people who are different from themselves by celebrating different festivals. For example, they enjoy eating home-made biscuits to celebrate Canada Day, or noodles and prawn crackers to celebrate Chinese New Year.

Children have a good understanding of a healthy and safe lifestyle. They are very familiar with the routine for snacks, which they can help themselves to at any time. They wash their hands independently without reminders and have easy access to a healthy range of food. They demonstrate a good understanding of recycling as they independently put apple cores and banana skins in the compost bin. They confidently talk about healthy eating at circle time and know that an orange is a more healthy option than a chocolate bar. They have free access for most of the session to the outdoor play area. Children who enjoy playing outdoors spend a lot of time exploring the garden and extending their physical skills. All children play safely, showing a strong respect for others. They receive good guidance from staff to use equipment safely. For example, they learn how to stabilise a tower made with large building blocks by making a wider base and not building it too high.

All children, including those learning English as an additional language, make good progress in most areas. They receive good support from their key persons and other staff through well planned activities and interesting discussions. They enjoy their learning and are keen to join in. For example, they become engrossed making and decorating crowns. They use scissors and glue independently and create individual patterns with sparkly shapes. They respond well to the support from staff, which helps them to extend their thinking and vocabulary.

Children overall develop good skills in order to secure their future learning. They have easy access to resources to support early writing and mathematical development, such as crayons, paper and number lines. They enjoy listening to stories read enthusiastically by staff. This helps to promote an enjoyment of books. A range of interesting activities support children's development in problem solving, reasoning and numeracy. For example, children explore how to fit shapes together and talk about the names of these with staff. However, staff do not always model and encourage the use of mathematical language effectively through other activities and routines. This has some limitations in how quickly children develop related skills. Children develop a good understanding of the world around them. They become familiar with computers as they confidently use different programmes and gain good control of the mouse. Outdoors, children of different ages, including those who are learning English as an additional language, help a

member of staff to plant some seeds. They quickly learn the names of the different vegetables and repeat these words, effectively building up their vocabulary. They think carefully when asked what the seeds need in order to grow and correctly respond that they need water and sunshine. They observe the member of staff closely as she demonstrates how to plant the seeds and they copy this process successfully.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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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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## **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