

# Steeple Aston Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	133615
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<b>Inspector</b>	Lisa Constable

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<b>Type of setting</b>	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

Steeple Aston Pre-School is a committee run group, which opened in 1971. It operates from two rooms in a former village school building. It is situated opposite the church and primary school in the centre of the rural village of Steeple Aston, North Oxfordshire. A fully enclosed garden is available for outdoor play. The pre-school is open each weekday from 8.50am until 2.50pm during school terms.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 44 children in the early years age range on roll and children come from the local and surrounding area. The pre-school is funded to provide free early education to children aged two, three and four years. The pre-school currently supports children with special educational needs and/or disabilities.

There are six members of staff, four of whom hold a relevant early years qualification. One member of staff holds a degree in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make generally good progress towards the early learning goals in this safe, friendly and stimulating environment. Staff use good quality observations, interactions and generally good planning to enhance learning experiences for children based upon their interests. Children are valued as individuals, and some resources reflect diversity. Staff demonstrate clear knowledge of children's individual needs and this is enhanced through strong partnerships with parents and carers. They have excellent partnerships with other professionals and the primary schools where the children will eventually attend. The staff and management have a very positive approach to self-evaluation in order to ensure continuous improvement. They have made significant progress since the last inspection and in particular during the last term.

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

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

- improve the planning system further to build more effectively on child-initiated activities
- extend the resources which reflect the ethnic, cultural and social diversity in society to further promote children's awareness of people's differences.

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

Staff demonstrate a high level of commitment to safeguarding children and maintain an environment that is safe and supportive. All staff have received training in safeguarding. As a result, they demonstrate a good awareness of the procedures to follow. They know how to identify any child at risk of harm and how to liaise with the appropriate child agencies. Effective systems are in place to monitor and maintain the security of the children. These systems include the use of an intercom system that allows the staff to see and speak with visitors before they enter the building. Staff provide good information to parents and carers on healthy eating, to encourage them to provide a healthy lunch for children. Leaders and managers communicate high expectations to staff about securing improvement in the pre-school. All staff demonstrate ambition to improve and actively take part in the self-evaluation process, along with the committee members. The team has identified realistic but challenging areas for development and has made some positive steps to address these. Staff have developed the layout of the environment well to provide a stimulating provision for children. Staff deployment is good which provides plenty of opportunity for adult-child conversation and support. Resources available are of a good quality and generally good in variety. However, they do not reflect diversity in society sufficiently. Resources are used well and imaginatively to support children in achieving their goals in learning and development. The pre-school has made valuable use of sustainable materials to provide interesting activities. For example, staff have created an exciting music area in the garden, though the use of bicycle wheels, utensils, pots and pans.

The pre-school is improving outcomes for children and taking positive steps to identify achievement gaps to ensure equality of opportunity. Staff are knowledgeable in identifying when children require additional support from outside professionals. Staff make the request for support as soon as possible through established procedures. Staff know the backgrounds of the individual children and families in attendance. They encourage parents and carers to share their differing cultural experiences with the children, such as the Chinese New Year festival.

The pre-school has established good relationships with parents and carers. Staff use a variety of methods to liaise with them. They share information about children's development through regular parent meetings, daily verbal feedback and e-mails including details of the planning for the week ahead. Parents, carers and children are encouraged to be part of decision-making procedures and staff consider their views. The pre-school has built excellent partnerships with local schools and childminders. As a result, they very effectively share good information regarding the individual needs of each child. Procedures for managing times of transition, such as settling children into the pre-school or moving on to primary school, are outstanding. There are well-established channels of communication between all partners involved with individual children, which successfully enhances their learning, development and welfare.

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

Overall, children make good progress in their learning in relation to their abilities and starting points. They appear happy and secure in this welcoming and stimulating environment. Children have a strong sense of belonging and settle well. Positive relationships between adults and children contribute to this. Staff generally plan for children's individual needs and interests well, from good detailed observations. However, this is not as effective when adapting short-term planning after observing children's self chosen activities.

Children enjoy their time at the pre-school because they are stimulated and interested in the activities available. They choose whether they spend time in individual activity or at planned adult-led experiences. Adults support children well in their learning and development, providing additional challenges to take them forward. They encourage children to be critical thinkers and solve problems through experimentation, trial and error. Children learn that there is more than one way to achieve a goal, and the process and experiences is just as important as the result. For example, they learn to put on their own coats by a method that gives children the opportunity to succeed without the need for support, boosting self-esteem. Children progress well in communication, literacy and skills relating to information and communication technology, promoting their skills for the future. They are curious and inquisitive learners and are confident to ask questions. Children develop a good understanding of the wider world. They use their imagination to mimic adult roles, such as taking the register in small groups. Children have a good knowledge of technology and use this in everyday conversations. They show an interest in new resources and people in the environment, such as being inquisitive about a visitor's laptop.

Children build strong relationships with each other and play together well. Staff provide good role-models. Consequently, children are willing to share, take turns and have good manners. Staff have implemented good systems to include children in the daily routine of the pre-school, such as tidying away. For example, children know that when they hear the tambourine that it means that they should assist in cleaning up. They also know that this will maintain their safety so they do not trip over.

Children adopt good personal hygiene routines and can independently wash and dry their hands. The pre-school provides a hand drier as well as paper towels to assist in this procedure. Children willingly participate in physical activities outside, such as digging the sand and collecting bugs.. Children have healthy snacks and are encouraged to develop independence in making choices and pouring their own drinks.

Children appear to feel and be safe in the pre-school environment because staff teach them how to be safety conscious without being fearful. As a result, children give clear examples of how they can keep themselves safe, such as holding hands, not running inside and walking down the slope. They demonstrate in detail what to do if they hear the fire alarm. They are also aware that if the yellow warning signs are outside it means that the floor may be slippery.

## 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	1
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