

# Hanborough Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	134440
<b>Inspection date</b>	24/11/2011
<b>Inspector</b>	Sandra Croker

<b>Setting address</b>	Playing Field Pavilion, Roosevelt Road, Long Hanborough, Witney, Oxfordshire, OX29 8JG
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<b>Email</b>	
<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

Hanborough Pre-School is a voluntary group, managed by a committee of parents and carers. The pre-school has been established for 40 years and is located in the Pavilion in the village of Long Hanborough, Oxfordshire. The pre-school operates from the hall, small side room and has toilet facilities. Children have access to an enclosed outside play space. The pre-school has use of the adjacent playground and wooded areas. The children attend from the village and the nearby rural communities. Hanborough Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children, from two to four years, on roll. The pre-school provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs, physical disabilities and those who speak English as an additional language.

The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until 12 noon. An additional session operates specifically for older children from January. This is on a Wednesday from 12.15pm until 3.15pm. There are four staff employed to work with the children; of these three have early years qualifications at level 3. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content, settle well and make good progress in their learning and development. The learning environment is safe, well planned, and there are good resources within easy reach of all children. The provision positively promotes equality and diversity. The manager and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to develop it. Leaders and managers communicate ambition and drive and secure improvement well. There are effective arrangements to safeguard children and promote their health and safety, including links with other professional agencies. Overall, strong links with parents and carers help to involve them in their children's care and education, and they are kept well informed of their children's progress.

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

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

- enhance the partnership with parents by extending and monitoring ways of involving them in their children's continuous learning and development

- enhance self-evaluation to reflect rigorous monitoring and searching analysis to further improve the good outcomes for children

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

Robust safeguarding procedures and strong recruitment strategies ensure staff working with the children are suitable. Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective actions are taken to reduce or eliminate hazards to children and a designated health and safety officer ensures these are upheld. Self-evaluation involves the staff team and recognises the strengths and weaknesses of the provision well. However, self-evaluation does not involve rigorous monitoring and searching analysis. Continuous appraisals of the quality of the pre-school take place through discussion with children and parents. Leadership and management are confident about what the provision needs to do to improve further and have been effective in creating and sustaining improvements. Staff are well organised and have a clear appreciation of their roles and responsibilities. A detailed range of policies and procedures guide staff practice and are implemented effectively to promote children's health and guarantee their welfare. Resources and equipment are clearly labelled and allow children easy access. As a result, there are exciting opportunities for children to make choices and to take shared responsibility for their own learning and play.

There is a strong partnership with parents, who comment very positively on the provision. Staff work attentively with parents to settle children and ensure that individual needs are met effectively. Parents are included in the life of the provision through newsletters, daily discussions and notice boards. Records of children's learning demonstrate the strong understanding that key workers have regarding individual children's needs and stages of development. However, some parents do not feel they fully understand how to help their children make further progress with their learning. Staff show good understanding of equality and diversity, enabling them to provide a service which is inclusive to all. Thorough information is obtained from parents initially, when settling in, to ensure that staff are fully mindful of and can meet children's individual needs. The provision has established robust links with school and effective liaison with other agencies assisting children with specific needs. Expertise can be shared with families needing additional support.

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

Children are happy and settled and understand the routines. They show good levels of independence and an enthusiasm to tackle self-chosen and adult-led play.

The provision is delightfully presented and provides a fascinating environment for children. Staff use spontaneous and focused observations consistently to help in planning next steps, so that activities are suitable for each child's stage of development. Staff thoughtfully record and track children's progress. Carefully planned activities take into consideration the individual interests of children and offer new and interesting tasks across all areas of learning. There are daily occasions for outdoor play. Children are continuously praised and their achievements valued, helping them develop an understanding of expected behaviour, like being kind, sharing and taking turns. Children are highly driven and interested in the activities and resources available to them, showing good levels of concentration and playing purposefully.

Children behave well. There are good procedures in place to support those families who speak English as an additional language and input from other professionals has assisted staff to develop effective strategies, when managing children with additional needs.

Children's language is good. Staff model language thoughtfully, developing children's vocabulary. For example, younger children are praised as they form simple sentences while chatting on the pretend intercom to their friends. Children tell each other about fireworks they have seen in the sky. Staff effectively join the children helping them to chat about their family experiences at a recent Bonfire night display. Older children use language well to explain what they notice about different sounds coming from containers as they fill with water. Children confidently recognise numerals and count when playing independently and during adult-led tasks. They use developing mathematical ideas well as they describe where they find shapes hidden by the staff. Staff effectively help to extend the learning of some children by developing their awareness of similarities between the shapes they hold and the shapes in the pattern on a football. Staff help children to extend their understanding and improve their explanations by effective questioning. Children are very involved as they play cooperatively together with dolls, prams and telephones during role play. They use language well to describe imaginary play experiences. Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. They detect a child's need for additional support as early as possible.

Children relish the number songs and rhymes which are effectively shared by staff. These enable them to experiment and practise their number skills with growing confidence. Children show enjoyment as they dance to music with the staff. Children delight in creating colourful pictures with chalks in the outside play area and as they use collage materials to make their Christmas tree decorations. The environment has resources that improve the good development of children's skills for the future.

The children's knowledge and understanding of the world around them is effectively encouraged as they investigate the sounds they make from a collection of musical instruments. The children enthusiastically take part in movement and singing activities to focus the children to think about the weather and to acknowledge days of the week. Children's independence is supported well as they decide for themselves which drink to have at snack time. They get a cup and if

they want to, they can pour their own drink. Children confidently move around the setting, choosing and guiding their own play and learning because resources and activities are readily available to all. Children are supported well to begin to read and write through the use of visual signs, symbols, notices, numbers and words around the provision. There are appealing, well-resourced quiet areas both inside and outside for children to sit and read books. Good hygiene practices are adopted. Snacks are well balanced and nutritious. Children are confidently learning about how to keep themselves safe and take risks within a safe environment. The children have good opportunities for physical exercise outside and inside where they can develop their balancing, jumping, and climbing abilities.

## 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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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