

# Eynsham Pre-School

Eynsham Primary School, Beech Road, Eynsham, Witney, Oxfordshire, OX29 4LJ

<b>Inspection date</b>	10/10/2012
Previous inspection date	22/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- A key strength is the support for children's progress in their learning through staffs' interactions with individuals and small groups so that any gaps in learning are closing.
- Children effectively gain confidence to form meaningful relationships with staff and each other.
- There are strong programmes for helping children to understand behavioural expectations and the importance of a healthy lifestyle.

### It is not yet good because

- The pre-school is not following robust written policies and procedures concerning recording parental consent for medication administered.
- Staff do not always support children's growing independence, for example, regarding dressing.
- The daily support for children through sharing of information about how they have responded to activities, adults and their peers is variable.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, inside and outside. The inspector and manager undertook a joint observation of a teaching activity.
- The inspector held meetings with the nominated person, some committee members, the manager and staff on duty, including some key persons.
  - The inspector looked at the pre-school's on-line self-evaluation form, children's assessment records and a representative range of documentation. This included children's assessment records, planning, staff records, policies and daily records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Angela Cole

## Full Report

### Information about the setting

Eynsham Pre-School opened in 1976 and is managed by a committee of parents and volunteers. It operates from a mobile building in the grounds of Eynsham Community Primary School near Oxford. There is an outside area with an all-weather surface and a garden that is adjacent to the main and quiet rooms. Toilets, including facilities for the

disabled, are integral to the main room. The pre-school uses the school hall and field on occasions. The pre-school opens each weekday during term time. Sessions are from 8.45am to 11.45am and from 12.30pm to 3pm. There is a daily lunch club from 11.45am to 12.30pm. Children from 18 months of age are welcomed with their parents during quieter sessions.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 48 children aged from two to four years on roll. The pre-school currently supports a number of children with special educational needs and/or disabilities and a number of children speaking English as an additional language. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

There are 10 part-time staff working with the children, of whom six hold appropriate early years qualifications. Of these, one is working towards a qualification and two are gaining a further qualification. Operational links are in place with the school and children's centre on site. The pre-school is a registered charity and a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- obtain written permission from parents before administering medicine to a child

#### **To further improve the quality of the early years provision the provider should:**

- enhance opportunities for children to develop independence skills, particularly for those who are highly dependent upon adult support for personal care with regard to dressing
- discuss with parents how each child responds to activities, adults and their peers, for example, through daily feedback.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children progress well in each area of learning, taking into account their capabilities, patterns of attendance and starting points. They settle into the busy group and they are

willing to come in, find their name badges and choose their own activities. Children enjoy the wide range of stimulating, quality resources set out around the play spaces, in and out of doors. They often concentrate for long periods and transfer to their next chosen activity without fuss. Staff move around their allocated areas, being attentive to children's needs and joining in their play. As a result, children receive good support from staff who allow them space to explore resources, while understanding when they will benefit from closer attention. Staff enable children to talk about their activities and to share their ideas. They frequently offer open comments and questions, for example, following up a story session by asking, 'How else can you get your food if you don't go to the shop?' Therefore, effective questioning encourages children to think and respond.

The staff teams effectively share information about children's progress between sessions. As a result, each child's key persons have a secure knowledge about children's stages of learning and interests to review their learning needs. Staff successfully observe children's responses to help them to move on. They effectively use children's chosen play situations to teach along the lines of their next steps. For example, they know when children are ready to gain confidence to investigate different ideas. When children were playing with a radio controlled robot car, staff well encouraged them to test how the car reacted to their use of the controls. Each day, staff observe and evaluate individual children's activities to plan for their future learning. They effectively plan children's experiences to cover the seven required areas of learning, in and out of doors. Key staff make good use of focused, small group activities every session to foster children's learning. For example, a group of children followed up a favourite book by planning a visit to the 'marsh'. Here, they much enjoyed acting out the plot and telling the story in words they remembered.

Children make good progress in their personal, emotional and social development. They gain good self-esteem and form positive relationships with adults and other children. Staff skilfully enable them to extend their language skills, talking quietly and clearly and using photographs of the children to encourage their conversation. They often give children time to think about their answers to questions, such as why they must wear high visibility vests. Boys and girls choose to sit at the 'office' table, attracted by the quality resources to 'write' their letters. Children easily recognise their names as they self register on arrival. Staff skilfully incorporate mathematical learning into children's play using a wide variety of equipment. For example, they support children to move from simple to complicated jigsaws. They frequently include mathematical language in conversations so that children model this in their play.

Staff effectively foster children's understanding of the world so that they, for example, are well aware of the weather. They create a huge puddle by pouring water from cans into a builder's tray and thoroughly enjoy stamping in it. Children delight in using the variety of outdoor resources to extend their physical skills, including climbing and sliding. Adults value children's strong expressions of their ideas, for example, through art, music, singing, design and technology. Overall, children develop good skills to aid their future learning.

**The contribution of the early years provision to the well-being of children**

Staff promote effective settling in procedures. As a result, most children make a seamless transition from home and are soon confident enough to stay on their own. Effective deployment of staff alongside the key person system ensures that all children form secure emotional attachments. Staff know the children and their backgrounds well and provide a buddy key person system to promote continuity of care. They work particularly effectively with parents to help children to settle, including those who initially find this difficult. Staff support children and their families well with a caring, considerate approach that helps them to develop trusting relationships. As a result, all children progress quickly so that they feel safe at the pre-school, including those speaking English as an additional language.

Staff follow clear care practices, which enable children to be happy and enjoy what they do. Children display a good awareness of taking responsibility for the safety of themselves and others. They come to adults and help tidy toys away to keep the floor clear. Children play well together and receive effective support from staff to understand the consistent expectations for behaviour. Staff invite them to tell others the rules and children willingly share resources. They learn how to organise taking turns by using a sand timer and they are particularly polite, for example, as they ask to leave the table. Children have access to a wide range of good quality resources and play materials that well cover the seven areas of learning. Many of these are stored effectively to encourage children to confidently make choices about what they wish to play with. Staff are currently planning to further organise the main room into defined areas to enhance children's learning through linking similar resources.

Adults organise themselves well so a member of staff is always on hand to support children's care needs, including using the toilet. Children are sensitively encouraged to follow personal hygiene routines and to learn to manage these independently. Children gain good independence through known routines, for example, efficiently serving themselves with drinks and foods for their snack. They develop a strong understanding about healthy lifestyles. They make healthy choices of nutritious foods, such as a variety of vegetables. They eagerly choose to go out into the fresh air to play. They are active on challenging climbing equipment and become proficient at handling small equipment, such as tools. As a result, children enjoy their pre-school experiences and gain good skills and attitudes to underpin their eventual move to full-time education.

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

The management and leadership demonstrate a sound understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff and some committee members have attended child protection courses and the designated person has extended training to know how to respond if they have a concern about a child. All staff undergo suitability checks and they are clear about not leaving children alone with adults who have not been vetted. There are appropriate arrangements for employment and staff receive satisfactory support for their professional development. The pre-school is currently revising procedures for more effective appraisal and support for staff in-service

training. The policies, which are always available to parents, adequately reflect the day-to-day practice of the pre-school. However, staff do not complete documentation for the administering of medication in line with the pre-school's written procedure to gain written prior consent. This is a breach of a specific legal requirement. However, although the parent's signature is not added to the medication record prior to administration this does not have an impact on the child. This is because the medication details are written in the parent's presence and the parent is fully aware of giving consent. Parents sign at the end of the session to acknowledge that they have been informed of the administration of the medication, as is legally required. Staff are aware of children's medical needs, which helps to ensure that children receive appropriate care. Staff create an environment that is safe and made welcoming in the school grounds with displays and carefully set out resources. The management completes suitable risk assessments for the indoor and outdoor spaces used by children to help reduce risks and review this annually. Staff carry out and record written daily checks to help keep children safe. They complete prior, risk assessments for outings, for example, to other areas of the school grounds.

The nominated person has clearly established roles in place with a sound understanding of how to meet the requirements of the Early Years Foundation Stage (EYFS). The chairperson has attended a range of meetings, including the EYFS briefing. She is suitably aware of the required checks on two-year-olds through involving the families and linking with health visitors so this is a fluid process. She describes how staff have implemented new learning journals for every child with long and short observations completed as they get to know the children. The provision effectively checks the delivery of the educational programmes through staff's monitoring of the assessment systems. Hence, they strongly meet children's needs through timely intervention. This includes children with special educational needs and/or disabilities and those who need extra support to close gaps in learning. The pre-school maintains standards so that teaching practice is mostly consistent. The recommendations raised at the last inspection have been met in full. Staff complete risk assessments for visits off-site and they encourage children's involvement in tidying routines. The pre-school's self-evaluation is satisfactory in that the views of committee, staff, parents and children have contributed to extensive plans for the future. These include implementing revised employment procedures, updating policies and acting on an in-depth review of the provision's premises and resources.

Staff strive to establish working relationships with parents and carers and, overall, form suitable partnerships with them. Families receive a welcome pack and staff post a great deal of general information on separate notices in the entrance hall. Parents are regularly invited to view their children's learning records each term and contribute towards them. However, staff do not give parents information about children's daily activities regularly enough to fully support their involvement in children's learning. Parents say that their children enjoy coming to the pre-school as the staff are very friendly, help them to settle and find out about their interests. The pre-school has a sound knowledge of how to work with other providers, in order to identify all children's needs and help them to make progress. Staff share relevant information with the school to help provide children with consistency of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- keep a record of a parent/guardian/carer's consent for medication and retain this for a period of two years. (Records to be kept) (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare register. (Records to be kept).

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	134436
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	886161
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Eynsham Pre-School Association
<b>Date of previous inspection</b>	22/06/2009
<b>Telephone number</b>	01865 883893

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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