

Ducklington Pre-School

Village Hall, Ducklington, Witney, Oxfordshire, OX29 7YH

Inspection date

04/06/2013

Previous inspection date

02/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 2

The quality and standards of the early years provision

This provision is good

- The staff team works well to provide a wide range of interesting, good quality resources and activities covering all areas of learning.
- The key person system supports individual children well so that they make good progress overall.
- Children enjoy attending the pre-school. They form good relationships with staff and with other children.
- Positive partnerships are in place with parents, which promotes good consistency between the home and the pre-school environments.

It is not yet outstanding because

- Staff are not always consistent in making the best use of open questions and shared thinking with children. As a result, they do not always take full advantage of learning opportunities to help children make more rapid progress.
- Although the pre-school has strong partnerships with other early years settings, staff do not routinely share information about individual children's learning and development. As a result, they are not making the most of these partnerships to promote consistency between settings fully.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector completed a joint observation with the manager during the afternoon session.
- The inspector spoke to the manager and other staff at appropriate points during the inspection.
- The inspector looked at planning documentation, children's assessment records, evidence of staff suitability and qualifications and pre-school's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from information included in the pre-school's own parent questionnaires.

Inspector

Gill Little

Full Report

Information about the setting

Ducklington Pre-School is run by a parent management committee and has been in operation for approximately 36 years. It operates from the village hall in Ducklington, Oxfordshire. All children share access to a secure enclosed outdoor play area. The pre-school is open five days a week from 9am until 12 noon during school term times. A lunch club operates from 12 noon until 1pm on Tuesdays and Wednesdays. An additional session is available in the summer term on Tuesday afternoons for children preparing to transfer to school. Children attend from the village and surrounding areas. The pre-school is registered on the Early Years Register and is caring for 31 children in the early years age range. The pre-school supports children with special educational needs and/or disabilities. The pre-school is in receipt of funding for the provision of free early education for children ages three and four years. It employs five staff of whom four hold relevant qualifications. In addition, two staff are pursuing further qualifications.

What the setting needs to do to improve further

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

- develop greater consistency within the staff team in using open questions and shared thinking with children to further encourage them to explore ideas and make links in their learning
- extend established partnerships with other early years settings that children already attend by regularly sharing information about individual children's learning and development.

Inspection judgements

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

The pre-school's location in the village hall means that staff have to set out and pack away all resources for every session. Despite this, the team works well to provide a wide range of interesting, good quality resources covering all areas of learning. Children have easy access to activities that encourage them to explore, be creative and develop coordination skills. They become engrossed playing with animals as part of a jungle play set or dressing up in multicultural costumes. Children have good opportunities to develop early literacy skills. Staff model writing for a purpose well and encourage children to do this too, such as writing their names in cards for Father's Day. Children readily recognise their own names on individual cards, which staff use routinely during the session. Children enjoy borrowing

library books from the pre-school, which they can change on a daily basis. They talk enthusiastically to staff about the pictures, which promotes good communication skills. Staff talk to parents when their children first start in the pre-school about how to encourage their early reading by sharing books. As a result, parents often spend time sharing books at home with children, which effectively engages them in supporting their children's learning.

Staff organise exciting events to spark children's curiosity in the world around them. They take children to a local farm park and arrange for pets to visit the pre-school, such as a guinea pig, a rabbit and a dog. Children become confident communicators as they talk about such experiences with adults. Children often look at photos in their learning records, which provide a good stimulus for discussing previous experiences. Children have easy access to equipment to promote their mathematical development. Staff help them to recognise numerals and to count, such as when playing with number jigsaws. Older children who are ready to transfer to school can attend an additional session in the summer term. Staff use this opportunity well to prepare children for school, such as developing independence skills in getting dressed for physical exercise or to focus on early writing. Staff generally support children well although are not always consistent in making the best use of open questions and shared thinking. They sometimes miss opportunities to help children make more rapid progress.

The key person system supports individual children well so that they make good progress overall. Key persons spend time with parents and children prior to starting in the pre-school to become familiar with children's interests and capabilities. Key persons make regular observations of children's progress and routinely consider their overall development. They use this information well to plan activities reflecting children's individual needs and interests. They sensitively consider the requirements of children with special educational needs and/or disabilities by carefully managing routines and working closely with outside agencies.

The staff team maintains positive partnerships with parents. A parent helper rota works successfully. Not only does the rota provide an additional adult during sessions but also encourages parental involvement in children's learning. Staff provide good information to parents about their children's progress and experiences. They routinely offer daily discussions, regular newsletters and opportunities to share and contribute to children's learning records. Staff make effective use of two-year-old progress checks to keep parents well informed of their children's development. These partnerships are successful in promoting good consistency between the home and the pre-school.

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

Most children settle quickly on arrival and enjoy exploring the activities on offer. For those children who become distressed when separating from their parents, staff are readily on hand to offer sensitive reassurance and comfort. Parents are welcome to stay with their children to help them settle if they wish. As a result, all children after a short time show that they feel comfortable and secure. Many are confident in initiating discussions with

adults and visitors, demonstrating good levels of self-esteem. Children show high levels of self-motivation in exploring their environment. They have positive relationships with their key persons, other staff and parent helpers. Children play well together, sharing resources readily, taking turns and showing consideration towards others. Behaviour is good and staff act as positive role models.

Children play outdoors on a daily basis. Despite the space limitations of the village hall, staff provide a good range of activities to promote children's physical development and other skills. Children enjoy moving in different ways on scooters or pedal bikes, managing these safely to avoid collisions. Children carefully step or jump on hopscotch numbers and they make up imaginary games while playing on hobbyhorses. Children are able to explore musical instruments, sand, water, paints, books and small world play outdoors. These resources effectively complement and extend activities available inside. Staff promote children's understanding of safety well, reminding them not to throw sand and explaining how this can hurt if it gets into the eyes. They encourage children on scooters and bikes to stay within a marked area so that they do not hurt other children. As a result, children develop a responsible approach to safety.

Children develop a good understanding of a healthy lifestyle. They explore various topics throughout the year to help them learn about the importance of hygiene, healthy food, exercise and sun safety. They enjoy a healthy diet, such as a snack of cucumber, tomatoes and breadsticks. Children can access drinks at any time, as a jug of water is easily accessible on a low-level table. They learn to use tissues, which are also easily accessible, to wipe their noses as staff routinely remind them or help them to do so. Many children are still in nappies so the pre-school has a well-established system to manage this. One member of staff at each session is on hand to change nappies as necessary so that children stay dry and comfortable. Children develop good independence skills and tend to their own personal needs, such as going to the toilet. Staff are on hand to remind less confident children to use the toilet at regular intervals.

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

The pre-school demonstrates a good understanding of its responsibility to meet the legal requirements of the Early Years Foundation Stage. Good safety practices, together with a safe environment, help to reduce the risk of accidents. All staff attend safeguarding training so that they are familiar with child protection procedures. Related documentation and guidance is easily accessible so that staff can refer to these as necessary. The pre-school carries out appropriate background checks for staff to assess their suitability to care for children. It maintains good staff to child ratios and there are clear procedures in place regarding staff roles and responsibilities. As a result, staff provide good levels of supervision to help keep children safe.

Staff work well as a team to evaluate their practice and make further improvements. They meet together after each session to discuss the effectiveness of activities and the progress of individual children. Staff meetings take place at least once a fortnight to discuss such

issues in more detail. The manager monitors the educational programmes and children's assessments effectively. She routinely checks children's learning records to ensure that they are making expected progress. She supports individual staff as necessary so that they can support their key children effectively. Staff are able to attend regular training to further their professional development. Recent courses include positive behaviour, communication, language and literacy; all areas that the pre-school promotes effectively in practice showing a positive impact from training. Staff receive regular appraisals to identify their strengths and ideas for further training opportunities.

The staff team and committee evaluate their practice accurately and carefully identify areas for further improvements. They welcome feedback from parents through questionnaires, a comments book and general discussions. Parents are very complimentary about the pre-school, despite the limitations of the building. They state that staff are very friendly and helpful and that their children enjoy attending. The pre-school is currently working towards moving to a new building in order to improve facilities and the learning environment for children. Since the last inspection, staff have made improvements to the observation and planning process to reflect children's individual learning requirements more carefully. They have also developed partnerships with other early years settings. For example, they now provide progress reports for children moving on to school to provide good information to reception teachers. The pre-school works very closely with the local school. Staff attend meetings with school staff and take children on visits to the school to promote continuity. The manager meets with other local settings on a monthly basis, such as the local children's centre and other pre-schools. This process establishes a good network and positive working relationships. However, staff do not routinely share information about individual children's learning and development with other settings that children already attend. As a result, they are not making the most of these partnerships to promote consistency between settings fully.

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 action. 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

Unique reference number	134435
Local authority	Oxfordshire
Inspection number	917126
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	31
Name of provider	Ducklington Pre-School Committee
Date of previous inspection	02/12/2009
Telephone number	07779186957

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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