

# Tackley Pre-School

c/o Tackley C of E Primary School, 42 St. Johns Road, Tackley, Kidlington, Oxfordshire, OX5 3AP

<b>Inspection date</b>	10/09/2013
Previous inspection date	08/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children enjoy their time at pre-school and have developed warm, positive relationships with staff.
- The pre-school is well-resourced and stimulating for children. This supports staff to effectively extend children's learning and development.
- The pre-school has developed good partnerships with local schools, which means children are very well prepared for their move to school.
- Children have a good understanding of boundaries and expectations. A strong staff ethos nurtures children's relationships with others, which supports their social and emotional development well.

### It is not yet outstanding because

- The pre-school does not have well developed systems in place to engage parents in their children's learning in the pre-school and at home.
- During staff supervisions the manager misses opportunities to guide staff to constantly improve and reflect on their practice and knowledge.

## 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.

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 activities in the play room and outside area.
- The inspector held discussions with the manager, staff, chair of the committee, school teacher and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and staff supervision records.

## Inspector

Caron Lubin

## Full Report

### Information about the setting

Tackley Pre-School has occupied its present site since 2011; it first opened in 1972 as a playgroup. The pre-school operates from a new purpose built premises in the grounds of Tackley C of E Primary School in Tackley, Oxfordshire. It is run by a committee of parents and is a non-profit making organisation. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school receive funding for the provision of free early education for children aged three and four. There are currently 16 children on roll, all of whom are in the early years age range. The pre-school is open for 39 weeks each year and operates from 8.45am to 2.45pm, Monday to Thursday and during the mornings only on Friday. There are four members of staff working with the children and all hold a relevant early years qualification. The pre-school is reached from a pedestrian footpath and parking is available a short walk from the site. The building includes facilities for the disabled. The pre-school receives support from the local authority.

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

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

- enhance systems for staff development by providing opportunities for staff to reflect upon set targets as part of their professional development
- develop further strategies to engage parents in their child's learning within the pre-school and at home.

### Inspection judgements

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

The pre-school is welcoming and stimulating, which means children are happy and eager to learn. Staff understand children learn through play and offer a good balance of child led and adult directed activities. Staff involve themselves in children's play; they skilfully extend their learning through conversation. Children are keen and motivated to learn. They confidently select materials and are encouraged to try things for themselves, which helps them develop skills rapidly. For example, children enjoy using two types of glue when making models and deciding for themselves which one works best. Children make good progress across all areas of learning. Staff encourage children to develop their writing skills in many ways. Children write their own name to label their work. They choose their name from the record board as part of the daily routine. The writing table is

well resourced and staff take time to help children develop their pencil grip and formation of letters. The daily group time enables children to become familiar with numbers as they take turns to count how many children and adults are present. Staff carefully point as they count to help children understand what numbers mean. The pre-school prepare children well for going to school. The majority move to the local school, which is on the same site. The class teacher commented how well children from the pre-school settle into school. Staff regularly observe and assess children's learning and development. Their progress is documented using photographs and captions in their record book. These books are shared with parents and help staff plan activities, which interest children and prepare them for the next stage in their learning. Staff complete the required developmental check for two-year-olds, which enables them to see if children are reaching expected levels of development for their age.

All children, including those with English as an additional language are confident when communicating with others. They listen well and ask and answers questions because staff continually promote good communication throughout the day. They take time to respond to each child, ask them questions and make comments, which encourage conversation. For example, as the children eat fruit at snack time staff and children discuss the fruit they like and fruit they have picked. The pre-school have an effective key-person system, which enables staff to get to know individual children well. They work with parents when children first attend to find out what children can do as well as their likes and dislikes. This helps parents to feel relaxed and children to settle into the routine. Staff provide information for parents on an on-going basis about what children do at pre-school. Formally through progress reports and newsletters and on a daily basis as staff take time to chat with parents. A photographic slide show is displayed in the foyer showing a range of photographs taken throughout the day. Parents are kept especially well informed by this as they can see what has happened through the day and the photographs encourage children to talk to parents about their time at pre-school.

Although, sharing information with parents is effective, some strategies are not always successful in engaging them in their child's learning. For example, systems are in place to encourage parents involvement in their child's learning through planned activities within the pre-school and at home. However, not all parents show interest in these activities.

Children enjoy many opportunities both indoors and outdoors. Staff set up the play room with a wide variety of activities to interest and stimulate them. Outdoors children engage in active play, which supports their physical development. Outside there is a nature area where children enjoy learning about the natural world.

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

Children are happy and confident in the pre-school, because the small team of staff provide a warm welcome. Parents share information with their child's key person on arrival so staff are well informed about children's individual requirements. Staff and children build strong relationships with one another, because staff show a genuine interest in children by listening to everything they say and attending to their needs. This enables the children to

feel secure and encourages them to develop their independence. They develop a sense of belonging at the pre-school because, each child has their own place for their personal items and children self-register using the name board. Children take turns to be the daily helper and they take great pride in this role as they clearly list the responsibilities involved. Children are selected during group time to be the 'daily star' and a routine is followed where the special helpers name is put on the board. The strong emphasis placed on this position helps children to understand kindness and encourages good behaviour. The daily helper carries out tasks for the other children such as giving out the toast and this encourages all the children to form friendships and good relationships.

The pre-school is well maintained and staff are vigilant about measures to keep children safe. Risk assessments are carried out, which include a scrutiny of the garden before it is used by children. This enables staff to minimise the risk of accidents and help keep children safe. Measures to prevent the spread of infection are in place. Hand gel is used after wiping children's noses and children routinely wash their hands to promote a healthy environment. Children are encouraged to develop a healthy lifestyle with regular outdoor and active play. They enjoy a daily snack of fruit and wholemeal toast and milk. Staff talk to children about the food they eat to strengthen children's understanding of being healthy.

Children are encouraged to become independent. At snack time they pour their own drinks and select the food they want to eat. The toilets and hand basins are designed so most children use them without adult support. Being independent enables children to develop new skills and helps them to feel confident and capable for moving onto school.

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

The manager is knowledgeable and enthusiastic and leads a friendly team of staff who work well together. The staff team have a good understanding of their responsibilities in meeting the requirements for the Statutory Framework for the Early Years Foundation Stage. All staff receive regular supervision and annual appraisals, which helps them understand their role and responsibilities. The manager is supported effectively by a supportive committee. As a team they consider ways to continuously improve and develop the setting at regular staff meetings. The appraisal system enables individual staff to see their professional development. However, the manager misses opportunities for staff to reflect on their professional development because staff are not given targets to be reviewed. Staff are enthusiastic and always open to new ideas, which results in a stimulating place for children to learn. The pre-school have well developed systems for record keeping and for assessment of children's learning. This means staff know the children well and plan appropriately for them so they learn and develop. Information for parents is comprehensive and accessible in a variety of formats including a website. Forms and newsletters are uploaded onto the website, which regularly offers parents up to date information. This helps the staff establish positive partnerships with parents. The pre-school have a clear set of policies in place, which are also available on the website. All staff have completed safeguarding training and are knowledgeable about the procedures

to follow should a concern arise. The pre-school has a robust recruitment process, which follows the guidance obtained during 'safer recruitment' training. These measures check staff are suitable to care for children and are able to take prompt action to promote children's welfare. The manager takes the views of staff, parents and children into account when identifying areas to develop. She produces a development plan highlighting the actions she is taking to drive improvements. For example, developing a visual timeline of the day's events in the pre-school to enrich children's comprehension of the routine.

The pre-school shares information with other settings children attend. Local childminders are represented on the pre-schools committee; they work closely together, which enables continuity of care for children. Notably the pre-school has formed excellent partnerships with the school. Staff from both settings work together to support children's transfer into school. Parents report particular satisfaction with this effective teamwork. They say their children are extremely well prepared for starting school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	133493
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	846406
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Tackley Pre-School Committee
<b>Date of previous inspection</b>	08/09/2009
<b>Telephone number</b>	01869 331447

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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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