

# Badgemore Pre-School

c/o Badgemore CP School, Hop Gardens, Henley-on-Thames, Oxfordshire, RG9 2HL

<b>Inspection date</b>	19/12/2013
Previous inspection date	05/03/2013

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

- Children are happy at the pre-school. They have warm bonds with staff and engage well in their play.
- Staff understand children's starting points and plan effectively for them, providing a wide range of resources and activities that span all seven areas of learning. Therefore, children are making good progress overall.
- Children behave well and parents are positive about the care their children receive.

### It is not yet good because

- The pre-school did not inform Ofsted about a change to the nominated person within the required 14 days from this person's appointment.
- The pre-school have not informed Ofsted, as required, about the changes to the committee and the persons therefore who make up the registered individual. This is an offence. The nominated person has a sound knowledge of her role and responsibilities, but not all aspects are thoroughly secure.
- There are not currently appropriate systems for staff to disclose changes to their personal circumstances.
- Staff interact well with the children, but are less confident to extend the ways in which they support children's descriptive language.
- Although there are strong partnerships with parents, the opportunities for parents to

contribute further to their children's development are not firmly established.

### **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 children in their play and as they interacted with staff.
- The inspector sampled the pre-school's documentation and children's development records.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke with staff, children and parents.
- The inspector held a meeting with the nominated person and another committee member.

### **Inspector**

Aileen Finan

## Full report

### Information about the setting

Badgemore Pre-School opened in 1983. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children can attend from the age of two years old, and currently there are 22 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It operates from a portakabin with disabled access, situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area. All children have use of a secure outdoor play area. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm every weekday. Children can attend for a variety of sessions. There are seven staff working with the children. Of these, the current manager is a qualified teacher, the deputy has a Foundation Stage Degree and all but one of the staff have recognised early years qualifications. The staff member who is unqualified is completing an appropriate childcare course and two other staff are completing further qualifications. The pre-school receives support from an early years advisory teacher from the local authority. The pre-school supports children with special educational needs and/or disabilities and those children speaking English as an additional language.

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

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

- improve the nominated person's knowledge of the roles and responsibilities of the provider and understanding of the Early Years Foundation Stage
- implement systems for staff to disclose any convictions, cautions, court orders, reprimands and warnings, changes in personal circumstance or medical history, which may affect their suitability to work with children

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

- build on the partnerships with parents to further support them in contributing to their children's development to offer continuity in learning
- extend the ways in which staff help children to use descriptive language further.

## Inspection judgements

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

Staff demonstrate a thorough knowledge of the learning and development requirements for the Early Years Foundation Stage. They have a good understanding of children's starting points because they meet with parents prior to children's first days at pre-school to find out about what children can do already and what their interests are. A new system of a secondary key person is further supporting the ways in which children settle effectively. The key person staff build on children's early interests to provide them with initial assessments of their capabilities. Staff compile detailed learning journals of children's achievements. These are complemented with photographic evidence of observations. Children's achievements are shared with parents and any gaps in children's learning are quickly acted on following the consistent systems for tracking. Therefore, staff have a clear understanding of the progress children make and therefore they are able to plan effectively for their emerging interests. As a result, overall children are developing in line with typical expectations and are well prepared for the next stage in their learning.

Children are eager to take part in their activities. They freely choose what they want to do and are happy in their play. Some take part in a matching game in small groups that supports turn taking and relationships with others. Others play solitarily on their own in the home corner. A child explains he is cooking a cake, which he puts in the oven. Discussions take place about the 'big spoon' he is using and that he needs to add 'some sugar'. This shows children are developing their imaginations through play.

Children enjoy a broad range of exciting activities and resources that promote their learning indoors and outside, in all seven areas. Staff interact well with the children to extend their play. For example, children listen attentively to a popular story, which a staff member reads enthusiastically. She highlights words such as 'stumble' and 'trip' and the children are eager to recall repetitive phrases such as 'we're not scared'. The staff member asks the children what they think the character in the story should do next. This good practice helps to build on children's vocabulary, supports their curiosity, their communication and interest in books. Later children act out the story outdoors in the garden. They look for bears on their bear hunt, using magnifying glasses, or search for them from the climbing frame. Unfortunately, staff do not continue the effective use of descriptive words to reinforce children's extended language but the activity helps to promote children's imaginations. Children therefore, happily extend the activity further, collecting sticks to build an imaginary camp fire. Proactive staff make the most of the opportunity to boost children's awareness of safety. A child explains that when carrying a stick one end must always be on the ground.

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

Children are happy at the pre-school. They make friends easily and treat one another with respect. Children settle well because the pre-school is welcoming and inclusive. Staff are

warm, friendly and approachable. This helps children to feel safe, content and emotionally secure. Activities and resources are well planned and therefore offer a stimulating environment for children to play and explore in.

Children are very well behaved. They understand their routines. Children are developing a sense of independence. For example, they make choices about what they want to do or play with. Staff encourage children to change from indoor shoes to their outdoor ones and most need minimal support. Children understand the importance of wearing a hat and doing up the zip of their coat on a cold day. Staff supervise children appropriately, as they use the toilet independently and are reminded about the importance of washing their hands. Children also learn about their own safety through their play. For example, when cooking in the home corner staff give gentle reminders that the pretend oven 'may be hot'.

Children have regular opportunities for outdoor play and consequently benefit from lots of fresh air and exercise. They enjoy healthy snacks provided by the pre-school and there is an option for a lunch club. Staff are aware of children's dietary needs and any allergies through discussions with parents and adhere to these.

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

Staff at the pre-school demonstrate a sound understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. They all complete safeguarding training and understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. However, the pre-school had not informed Ofsted of the changes to the nominated person within the required timescale. This is an offence. It is a requirement to inform Ofsted of any significant event within 14 days. On this occasion however, Ofsted do not intend to take further action at this point. However, it is also a requirement of the Childcare Register to inform Ofsted of any change to the nominated person.

At inspection, the nominated person was able to demonstrate a sound understanding of her role and responsibilities overall, but has not yet extended this knowledge with further training and research to support this securely. Although the pre-school have initiated checks to ascertain the suitability of the new committee, they have further failed to inform Ofsted within the required 14 days. It is an offence not to inform Ofsted of these changes. However, the committee do not have unsupervised access to children and Ofsted do not intend to take further action at this point.

The pre-school are currently in a period of change, as the current manager is leaving and the deputy has been promoted to the manager's post. The incoming manager is able to securely demonstrate her suitability for the role and has already instigated an action plan to target the pre-school's ongoing improvement. The pre-school follow correct procedures for recruitment in relation to following up on a prospective employee's employment history, qualifications, references and personal circumstances. However, systems for staff

to disclose any changes in personal circumstance that may affect their suitability to work with children are not in place. Although this is a breach of the safeguarding and welfare requirements, there is limited impact as the pre-school do provide regular supervision for all staff and yearly appraisals. This means staff practice is monitored closely and any changes in performance are recognised. In addition the manager has a recognised childcare qualification and is aware of the need to inform Ofsted of any changes of persons in charge of the day to day running of the pre-school.

Staff complete risk assessments for the environment both indoors and outdoors. Daily checks also help to promote the safety of children. The pre-school implements its policies and procedures effectively and these are all due to be reviewed by the new manager and nominated person. The pre-school share these policies with parents so that they understand the procedures that support their children's well-being and safety. Most staff hold current first aid qualifications to support their knowledge and help them tend to any minor accidents that may occur.

Staff at the pre-school work well together as a team. Morale is high. Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. They plan effectively to support children's learning in all seven areas. Assessment of children's progress is good. This means staff can identify any gaps in children's development and make timely interventions if needed. Partnerships with others are established, for example with speech and language therapists and local schools. Therefore, children's transitions on to school are well supported.

Parents are overall positive about the care their children receive. They state that their children enjoy attending pre-school and have warm bonds with staff. Parents acknowledge the effective feedback they receive on their children's achievements and that they enjoy looking through their children's development records. However, the pre-school have not yet firmly established ways to involve parents in contributing more to their child's development to further offer consistency in home and pre-school learning. Nevertheless, parents say that children's language is developing well, especially those speaking English as an additional language. Parents are invited to attend key person meetings.

Overall, the pre-school has evaluated their provision of care well and adapted the ways in which they provide day-to-day care. Staff are confident to acknowledge positive aspects of the provision, such as the ways in which the planning for children's learning has been adapted. Self-evaluation takes into account the views of parents and staff and the pre-school have identified what needs to be improved on further to promote the outcomes for children.

### 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:**

- ensure Ofsted is informed of the change to the Nominated Person within 14 days (compulsory part of Childcare Register.
- ensure Ofsted is informed of the change to the Nominated Person within 14 days (voluntary part of Childcare Register.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	133685
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	948447
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Badgemore Pre-School Committee
<b>Date of previous inspection</b>	05/03/2013
<b>Telephone number</b>	07504 520 080

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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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