

Clanfield Pre-School

Foundation Building, Clanfield Primary School, Main Street, Clanfield, Oxon, OX18 2SP

Inspection date	26/11/2013
Previous inspection date	04/07/2011

The quality and standards of the early years provision	This inspection:	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 requires improvement

- Staff provide a good range of experiences that support children's learning in all areas.
- Excellent opportunities exist for children to learn in the outdoors that enable them to be active and to explore their surroundings.
- Warm relationships exist between children and their key workers that help children to feel secure and confident.
- Staff model good positive behaviour to children that help them to make friends and develop self-respect.
- Children make smooth transitions to primary school that help them thrive in the next stage of their learning.
- Records of children's learning are up-to-date and enable their progress to be accurately tracked and supported.

It is not yet good because

- There is no named deputy to take charge in the manager's absence, and this is a requirement.
- Some creative activities are too adult directed, so children have fewer opportunities to use their own imaginations.
- The manager takes sole responsibility for risk assessment so not all staff are fully informed to protect children's safety.

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 children in a range of indoor and outdoor activities.
- The inspector carried out a joint observation of staff with the manager.
- The instructor scrutinised a selection of policies.
- The instructor spent time in discussion with the manager.
- The inspector spoke to parents.

Inspector

Heather Bridge

Full report

Information about the setting

Clanfield Pre-school originally registered in 1998 and re-registered in 2011 when it moved to its current premises. It operates from the Foundation Stage Unit within Clanfield Primary School, in Clanfield, Oxfordshire. It has its own room, toilet and kitchen within the unit and shares the main entrance area, a large quiet room and an enclosed outdoor play area with the school's Foundation Stage class. Children attend from the village and the surrounding rural area. The pre-school is managed by a voluntary committee. There are currently 25 children on roll within the early years age range. The pre-school is open each weekday during school term times. It offers morning sessions from 8.45 am until 11.45 am, and afternoon sessions from 11.45 am until 2.45 pm. Children may attend for a variety of sessions and there is an optional lunch club. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Close links are in place with the on-site school. The pre-school employs six staff, who all hold relevant qualifications. The manager holds Early Years Professional status and one staff member is working towards a foundation degree.

What the setting needs to do to improve further

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

- develop written risk assessments in relation to specific issues, to inform staff practice, so everyone is responsible for children's safety.
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence.

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

- improve opportunities for children to be independently creative and use their own ideas.

Inspection judgements

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

Staff provide children with ample indoor and outdoor activities that positively support their learning. Throughout the day, staff enable children to freely move between the indoors and outdoors. This enables imaginative learning opportunities to develop that meet each child's individual needs. Staff foster children's personal and social development successfully, overall. This helps children to behave well, make friends and respect others.

Communication and language is well supported as staff talk with children during activities. For example, staff use good vocabulary to describe a child's "pushing" and "pulling" of cord while threading cotton reels. Since the last inspection, staff have made good efforts to develop the outdoor area. This provides children with rich opportunities that support not only children's physical development, but all other areas of learning.

Literacy provision is strong as staff engage children in the book area. This encourages children to develop an interest in stories and to become aware of the written word. Staff provide challenging opportunities for children to develop their writing. For example, children "write" about going bug-hunting and making bug houses with sticks. Staff teach children about early mathematics provision during everyday play activities that enable them to understand numbers, shapes and position. Children sort and match leaves, enabling them to explore what is "the same" and "different". Staff create interesting experiences for children to understand their surroundings at the forest school. For example, children build dens and play in the "mud kitchen". Plenty of creative materials enable children to express themselves confidently. They dress-up, act out plots and sing with enthusiasm. However, some creative activities are overly directed and reduce children's opportunities to express their own unique ideas. Staff teach children about technology through the regular use of an electronic 'Smart board', and this has a positive impact on the learning activities they experience.

Staff have made good progress in using a range of assessment methods to track each child's learning and development over time. Staff closely observe each child and carry out a progress check at age two. This check enables staff to share their child's progress with parents and to respond to any gaps in learning. Thereafter, staff monitor each child's attainment regularly in all areas and plan the "next steps" in their learning. Staff compile a Learning Journey for each child that creates a unique picture of their progress and that can be shared with parents.

Staff communicate with parents in many ways to involve them in their child's learning. Daily face-to-face conversations, the website and parents' evenings enable a close partnership to exist between staff and parents that is beneficial to children's learning.

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

Staff encourage children to make choices in their play that result in them being highly motivated and confident. For example, staff allow children the freedom to join adult-led circle times when they are developmentally ready. This means that children are not expected to sit and listen before they are able to. Instead, children continue to play in ways that support their development more purposefully. The key person system is well established to enable engaging and warm relationships to exist between key persons, children in their key groups and their parents. These relationships are reassuring to children and build their feelings of belonging.

Staff know how to keep children safe so that they are protected from harm. The securely fenced outdoor area and the soft outdoor surface help to keep children safe. A well-

balanced daily routine consists of indoor and outdoor play, small-group activities and large-group activities. This routine provides children with varied active experiences that are beneficial to their learning. Staff effectively organise indoor and outdoor resources into similar "zones". This helps children to find resources easily and to develop their play between the indoors and outdoors.

Staff implement an effective behaviour policy to consistently model positive behaviour to children. This helps children to understand expectations for their behaviour and to learn how to respect themselves and others. Staff prepare children very well for the transition to school. Children are emotionally secure and if they go into the reception class in the same building as the pre-school, they have the advantage of already knowing the reception teacher.

The clean attractive pre-school environment enables staff to promote healthy lifestyles to children. Child-sized toilets and washbasins help children to develop independent and hygienic personal care routines over time. Staff encourage children to do as much as they can for themselves. For example, each child has a photograph-labelled shoe bag, coat peg and drawer. These supports help children to organise effectively themselves. A healthy diet is promoted as staff offer children fruit, vegetables and carbohydrates at snack times that help to keep them well-nourished. Children are able to drink milk or water at snack-time. Water is available for children to drink throughout the day whenever they are thirsty.

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

This inspection was brought forward following a notification from an outside agency about concerns relating to ratios, the availability of drinking water, staff deployment, safeguarding policy and practice. In addition, there were concerns about risk assessment, child supervision and the security of the premises. This inspection found that the provider meets most of the requirements of the Statutory Framework for the Early Years Foundation Stage.

The premises are safe and secure and unauthorised persons cannot gain access. Management ensures that ratios are met, staff are deployed effectively and children are supervised at all times. A daily risk assessment is completed and all areas used by the children are safe. However, this is undertaken by the manager alone, and because there is no written record, staff are not fully informed of what is required. In addition, there is no named deputy to take charge in the manager's absence, and this is a requirement. However, this has not affected the quality of care and education children receive. Since the notification, staff provide drinking water for children throughout the day.

The manager and staff have a clear understanding of their responsibilities to safeguard children. They implement the recently updated policies to keep children safe and well protected. The policy covers the use of mobile phones and cameras in the setting, as required. There is a designated coordinator of safeguarding to ensure that staff know what to do in the case of an incident. Staff have undergone recent training that enables

them to help keep children safe. All staff and committee members are checked to ensure that they are suitable people to work with and to protect children from harm.

Staff are well qualified and are able to meet the learning and development requirements of the Early Years Foundation Stage well. Staff are proactive in continuing their training that enables children to benefit from their improved knowledge of how young children learn. For example, recent training with input from the primary school in letters and sounds has equipped staff to teach children literacy skills more effectively. All staff are qualified first-aiders which enables them to know what to do in the event of an accident and also to follow medication policies. Staff have improved the connections between their assessment and planning practices. This has resulted in them planning activities that more closely support each child's current learning interests and needs. Staff hold regular meetings to evaluate their practice. This enables them to set targets for improvement that are focused on children's development and learning. A variety of good staff monitoring and appraisal opportunities exist that enable staff to review their work and to identify areas for further development in ways that improve their teaching practices.

Staff make concerted efforts to promote parental involvement in the pre-school so that parents' views feature in decision-making about their children's education and care. Staff communicate effectively with parents through email, questionnaires and the website to keep them informed of issues that affects their children's learning. Parents are active on the committee, in fund-raising and in social events that successfully build partnerships between parents, children and staff.

Highly effective relationships exist between staff and other professionals that enrich the provision. Staff have exceptional links with the primary school that contribute towards professional training and support children's smooth transitions to school. Beneficial connections exist with specialist agencies to ensure that children with individual needs receive the support they need to make progress. Good levels of collaboration between staff and the local authority have resulted in improvements in teaching that help staff effectively support children's learning.

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

Unique reference number	EY420265
Local authority	Oxfordshire
Inspection number	942378
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	25
Name of provider	Clanfield Pre-School Committee
Date of previous inspection	04/07/2011
Telephone number	01367 810 365

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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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