

# Berinsfield Early Years Pre-school

Berinsfield Early Years Pre-school, Wimplestraw Road, Berinsfield, Oxford, OX10 7LZ

<b>Inspection date</b>	03/04/2014
Previous inspection date	09/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
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

- The pre-school provides a safe and supportive environment for children and their families.
- The pre-school provides some good learning opportunities and a good quality learning environment.
- Children enjoy their time in the pre-school and staff support their personal, social and emotional skills well overall.

### It is not yet good because

- Where children do not have a strong grasp of English, staff are not taking sufficient steps to assess their skills in their home languages to establish if there is cause for concern about language delay.
- Staff do not always do enough to engage children on the edge of activities by including them fully in discussion or ensuring that they have appropriate turns.
- Monitoring and supervision procedures are not ensuring that staff effectively assess the progress of children learning English as an additional language.

## 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 both indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and chairperson.
- The inspector looked at children's development records and evidence of staff suitability.
- The inspector talked to parents, staff and children at appropriate points during the inspection.

## Inspector

Gillian Little

## Full report

### Information about the setting

Berinsfield Early Years Pre-school opened in 1991 and registered at its current premises in 2011. It is managed by a voluntary committee of parents and carers. It operates from a purpose built building and serves the local and surrounding area. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are currently 38 children attending within the early years age range. The pre-school cares for children with special educational needs and/or disabilities and children learning English as an additional language.. It is open on weekdays during school term times from 8.45am to 3.15 pm. The pre-school receives funding to provide free early education for children aged two-, three- and four- years. The pre-school employs six members of staff, all of whom hold relevant qualifications, including one who has Early Years Professional Status.

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

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

- ensure that, where children do not have a strong grasp of English, staff take steps to assess their skills in their home languages to establish if there is cause for concern about language delay
- encourage staff to be more aware of children on the edge of activities in order to engage them in discussion and allow them to join in, so that they receive a challenging and enjoyable learning experience
- improve monitoring and supervision procedures to ensure that staff assess effectively the progress of children learning English as an additional language

### Inspection judgements

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

Children enjoy exploring the welcoming and stimulating learning environment both indoors and outside. They are able to choose from a good range of easily accessible activities covering the different areas of learning. Staff are on hand to support children through freely chosen or adult-focused activities. Overall, staff use good quality discussions, using open questions to challenge children's thinking, introducing new vocabulary and encouraging children to express their views. However, they sometimes are not fully aware

of children on the edge of activities and do not always take sufficient steps to include them in discussion or ensure that they have an appropriate turn. As a result, some children's ability to learn is hindered and they do not benefit from their time in the pre-school.

Staff model mathematical language frequently, referring to counting, numbers, halves and quarters throughout activities and routines. Children enjoy an energetic game in the garden of 'What's the time Mr Wolf?', which successfully supports both their physical skills and their awareness of the concept of time. An introductory activity to explore whether objects float or sink sparks children's interest in different liquids and how different objects react to these. Staff encourage children to speculate by considering what might happen next. Children receive close support from staff as they make chocolate nests for Easter. They learn about different concepts, such as more and less and how chocolate melts or hardens depending on temperature. Children enjoy sharing and listening to stories read by staff, which helps them to develop their vocabulary and to feel confident about contributing to discussions. Children with special educational needs and/or disabilities receive suitable ongoing support from staff who liaise closely with outside agencies to follow agreed strategies.

The pre-school monitors children's progress well overall. Recorded observations, assessments and tracking sheets clearly illustrate children's progress from their starting points, including the required assessment of the progress check for children aged two years. However, children learning English as an additional language do not always progress as well as expected. Staff plan relevant next steps and activities to suit such children's individual capabilities but are not taking sufficient steps to assess skills in their home languages to establish if there is cause for concern about language delay. This omission is a breach of a legal requirement and risks potential delay to children in receiving additional support from outside agencies.

Parents state that they feel well informed about their children's progress and time in the pre-school. They receive information through daily discussions with staff and through children's development records. They state that staff are proactive in supporting children's development at home, such as suggesting strategies to encourage their awareness of colours. The pre-school also encourages parents to be involved in activities and their children's learning, such as by growing seeds at home or making Easter bonnets for a competition.

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

The pre-school provides a safe, welcoming and supportive environment for children and their families. Parents are familiar with the key person system stating that this supports children successfully. Staff are good role models and contribute positively to the settled and calm atmosphere. Children play well together, make friends and their understanding of behaviour is good. This is because staff model appropriate manners and social skills. They learn to play safely around each other with close supervision and support from staff. Most children show good levels of confidence while engaging in activities and routines.

Older children become familiar with the local school as staff develop good partnerships, such as taking children into the school as a group to become familiar with their new environment. Such processes help children to be emotionally well prepared for their next stages in learning.

Children have free access to the outdoor area for the whole session, which gives them good opportunities to practise their physical skills and to enjoy fresh air. They enjoy nutritious snacks of fruit or vegetable sticks and learn to wash their hands to promote good levels of hygiene. They learn skills for independence, such as spreading butter on their toast and they develop life skills, such as cooking. Staff issue occasional reminders to children about going to the toilet and many can do this independently showing confidence in managing their personal needs. Staff are on hand to support younger children with toileting as needed.

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

Overall, the pre-school staff team and the committee demonstrate a suitable understanding of their responsibility to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. Staff are vigilant and work well together to supervise children closely and to keep the premises safe and secure. Staff demonstrate a clear understanding of safeguarding children procedures having attended appropriate training. They supervise children closely when using the Internet to promote their personal safety. Staff are familiar with possible symptoms of children at risk and what they should do if they have concerns.

The pre-school has robust recruitment procedures in place to assess the suitability of new staff. Induction procedures successfully help new staff to become familiar with their roles and responsibilities. Ongoing support, coaching and training through weekly meetings helps staff to plan for their key children's next steps and identify individual areas for professional development. The manager routinely feeds her observations back to staff so that they can improve their practice. Additional training for staff, such as in behaviour management, provides them with positive strategies to use, such as helping to prevent difficult behaviour from escalating. Staff routinely discuss children's development and the manager regularly checks records to ensure that children are progressing. However, monitoring and supervision procedures are not always thorough enough to identify children for whom gaps in achievement are only closing slowly.

The pre-school takes appropriate steps to evaluate its practice, such as through weekly staff meetings, ongoing observations by senior staff and parent questionnaires. Since the last inspection, the pre-school has made good improvements to the garden area providing a stimulating outdoor learning environment. The pre-school has also employed an Early Years Professional to develop expertise within the staff team. Future improvements include providing an allotment area in the garden so that children can grow their own vegetables.

The pre-school maintains positive partnerships with parents, the local school and outside agencies. Staff work closely with the local social services department, health visitors and local children's centre to provide additional support to children and families when necessary.

### **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	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>	EY426703
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	919996
<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>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Berinsfield Early Years Preschool Committee
<b>Date of previous inspection</b>	09/09/2011
<b>Telephone number</b>	01865340212

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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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