

Ambrosden Village Pre-School

The Village Hall Annex, Merton Road, Bicester, Oxfordshire, OX25 2LZ

Inspection date	03/07/2014
Previous inspection date	25/01/2012

The quality and standards of the early years provision	This inspection:	2
	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		2

The quality and standards of the early years provision

This provision is good

- Staff use effective systems to track children's progress and plan enjoyable activities that effectively support their learning. As a result, all children make good progress from their starting points.
- The preschool have established effective partnerships with other professionals. Consequently, children with additional needs receive good support.
- There are good arrangements in place to secure smooth transitions for children moving on to school.
- Strong leadership and effective teamwork result in a well-organised and efficient service.

It is not yet outstanding because

- Opportunities for children's continued learning outdoors does not always successfully promote their literacy development.

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's activities in each room and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector held discussions with the manager.
- The inspector talked with staff, some children and parents.
- The inspector sampled a range of relevant documentation.

Inspector

Helen Porter

Full report

Information about the setting

Ambrosden Village Pre-School is a voluntary group managed by a committee of parents. It established in 1974. The pre-school operates from an annex at the village hall in Ambrosden, near Bicester. The building provides a playroom with adjacent kitchen and toilet facilities. Children have access to two enclosed outdoor play areas. Children come from the village, local army base and Bicester area. The pre-school is registered on the Early Years Register and is currently caring for 19 early years age children. It supports children with special educational needs and/or disabilities. It is open each weekday morning during school term times from 8.35am until 11.35am. The pre-school provides funded early education for three and four-year-old children. It has links in place with local schools and the local children's centre. The pre-school employs three staff, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- extend children's learning further when outdoors to include literacy resources to support their reading and writing skills.

Inspection judgements

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

Staff show strong commitment to developing children's communication and language skills. They enthusiastically engage with children during interesting discussions to promote their communication and language. Staff listen attentively to children and allow time and space for them to respond. This securely develops their thinking skills. Staff use open questions skilfully to encourage the children to develop new vocabulary and use descriptive language. In addition, staff take part in schemes with other professionals to develop games and resources to support children's communication skills. Consequently, children communicate with adults and each other well. Staff know when to intervene in children's conversations and play to extend their learning. For example, when children talk about farm animals, staff teach them that cows produce milk and chickens produce eggs. This shows how staff build on children's interest to extend their knowledge of the natural world.

Staff provide good resources indoors to promote all areas of learning and development. Children's creativity is encouraged as they make their own sand castles and decorate them with natural objects such as, seashells. Staff create interactive number lines inside and outdoors to support children as they learn to count. They develop children's mathematical concepts through daily activities. For example, children make play dough ice creams and

offer them to staff, the staff ask how much the ice cream costs, introducing money and value to the children. Staff provide ample opportunities to develop children's physical skills. Children ride on cars and bikes, and practise running and jumping in the grassed area. Staff provide a good range of resources indoors to promote children's literacy. For example, books, picture labelling to promote letters with print and numerous resources available near the writing table. The staff offer a good range of equipment to stimulate children's outdoor learning, for example, planting corners, logs to climb on, water and sand play. However, there are fewer resources outside that encourage children's literacy development. For example, chalks for the chalkboard and areas to sit quietly and look at books, to develop their early writing and reading skills ready for the move on to school. Staff allow children to create their own ideas and strategies in play. For example, when playing outside two children go inside to get the tool kit and a builder's hat. They take it outside explaining that they need tools to fix the car. Consequently, children keenly explore their environment and develop their own ideas and strategies in play.

Staff use comprehensive systems to monitor children's progress and plan enjoyable activities that effectively support their interests and needs. Parents identify children's starting points and contribute to on-going assessments regularly. This allows for focused observation and assessment that builds on children's initial starting points. Staff complete weekly detailed observations of children's learning and achievements to help plan next steps for their continued progress. Effective planning ensures they consistently include the children's needs and interests. In addition, staff complete a long observation on each child termly, noting the areas of learning they cover and next steps. They send this home for parents to read, thus effectively involving them in their children's progress even further. Staff update an overall summary of children's progress every three months, which they share with parents during face-to-face meetings. This provides parents with well-informed information on their children's progress, promoting continuity in children's experiences because parents include ideas for further learning.

Children that are bilingual or have English as an additional language receive well-planned support to ensure they make good progress. Picture labelling and visual timetables are at low level to aid children's communication. Parents provide key words in their home language and information about their own culture and country of origin, which staff display and share with the group. Children with special educational needs receive good support because staff develop individual plans for them that foster learning in all areas. Overall, children all make good progress given their starting points and individual needs.

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

The preschool is warm and welcoming for children and parents. Staff display children's 'wow moments' on the entrance board for children to share their achievements with their parents each day. This, together with the reassuring and friendly staff, reinforces that children are valued, which in turn enhances their emotional well-being. The effective key person system and the warm interaction between staff and the children support them to form a positive and trusting relationship with staff. This provides a secure and safe environment for children to develop their confidence and sense of belonging. Staff give

positive praise to children which boosts their self-esteem. For example, children show staff their drawings and staff tell them their drawing is beautiful.

Staff act as good role models by reinforcing rules, such as taking turns during play so children learn to share and consider the needs of others and learn right from wrong. Staff actively encourage children's independence. They choose helpers of the day to carry out tasks, such as dishing out snacks to their friends. Children have access to a water jug so that they can help themselves to water when they are thirsty. These practices help to prepare children well for their next level of learning, for example, their move to school.

Staff use a good range of games and rules that they reinforce to teach children about keeping themselves safe. For example, a traffic light game outdoors teaches children about road safety. It also helps them to gain control in their movements when stopping and starting at the correct colours. Staff remind children to run one particular way around the big tree in the garden so that they do not bump into each other. Very close supervision, with staff working as a team, ensures children remain safe when playing. As a result, children play and explore a safe environment

Staff conscientiously reinforce good hygiene practices and awareness of healthy eating. Children wash their hands before and after snacks and toileting. Staff provide activities and encourage discussions about healthy eating with the children to promote healthy foods. For example, when looking through books, children and staff point out their favourite fruits. Pictures of teeth and healthy foods displayed on a board teach children about hygiene, with quotes from children such as, 'I brush my teeth before bed' and 'I like oranges, they are round'. Staff provide free access to the enclosed outdoor area to give children lots of space to explore their physical movement.

Staff work effectively with parents to discuss and share appropriate information about their children each day. Out of term time, when children do not attend, parents complete 'what we did while we were away' forms. This provides staff with information about the children's experiences for future planning, and so they can engage in discussions with the children. Parents and children also send the pre-school postcards from their holidays, which staff add to the world map in the classroom. Overall, this provides continuity of care for all children.

Staff strongly support children's move to school. They have good relationships with the local schools, and teachers visit the pre-school to meet their new children. This helps to prepare children emotionally. The pre-school provides the schools with up-to-date summaries on each child's learning and development to promote consistency and support the next steps in their learning.

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

Since the last inspection, the manager has effectively implemented good systems to develop the observation, assessment and planning processes to clearly identify children's

progress and next steps in learning. Effective systems track children's progress, which enables staff to successfully plan for children's learning needs. The manager monitors individuals and groups of children's progress by tracking their summaries every term. This means she is able to securely monitor their progress and identify changes to the educational programmes as and when needed. She is involved in all aspects of the day-to-day life of the pre-school to actively support staff to meet children's changing learning needs. As a result, children make good progress from their starting points.

There are very good arrangements in place to promote children's safety. The manager has high expectations for the quality of care they provide to children and families. A regular review of all policies and procedures ensures they continue to meet the requirements of the Early Years Foundation Stage. Yearly thorough risk assessments, which management review regularly, help to minimise any potential hazards. This provides children with a safe and secure place to play. Arrangements to safeguard children are robust. Staff receive regular safeguarding training, and two have attended advanced training. This means they are clear on the action to take should they have any child protection concerns. As part of the safeguarding procedures, there are very thorough recruitment and suitability checks in place for all staff. This includes inductions and probationary periods. The manager and committee team work together to follow recruitment procedures. This includes rigorous vetting to determine staff suitability. Induction packs for new employees and a small ratio of key children during their first few months allows them to understand their responsibilities and build good relationships with children.

Strong leadership and effective teamwork result in a well-organised and efficient service. The manager strongly supports staff's professional development. She holds regular meetings, one to one supervisions and appraisals. This provides good opportunities to discuss key children's progress as well as to identify staff training needs. The manager is a good role model to staff; she shows strong commitment to her own professional development, for example, attending regular training courses, such as supporting children's early language.

The close work with other professionals, early years providers and support networks means staff quickly identify and meet children's needs very well. Staff work very closely with them and parents, to follow individual programmes for children. Parents speak highly of the pre-school and express their satisfaction with the service they receive. Staff share detailed information to parents to pass on to new settings that children attend. As a result, the shared information fully promotes the continuity of learning for all children.

The manager is fully committed to developing practice and ensuring continuous improvement through self-evaluation. Staff, children and parents support her in identifying strengths and clearly identified improvement plans. Quality auditing also supports her in identifying strengths and areas for improvements. Consequently, all children receive good quality care and learning experiences.

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	134711
Local authority	Oxfordshire
Inspection number	842957
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	19
Name of provider	Ambrosden Village Pre-School Committee
Date of previous inspection	25/01/2012
Telephone number	07759 755179

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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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