

Clanfield Pre-School

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

Inspection date	14/07/2014
Previous inspection date	26/11/2013

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

- Children demonstrate high levels of independence as they move freely to select favourite toys and choose whether to play indoors or outdoors.
- Children make good progress in relation to their starting points and capabilities as staff provide varied experiences for children that are based on their needs and interests.
- The pre-school follows a robust transition process which helps parents and carers to support their children as they move onto next stages in their learning, from nursery to school.
- Good partnerships with parents, other providers and outside agencies ensure staff fully support and include children with special educational needs and/or disabilities.
- The outdoor environment is well developed to include all areas of learning, to support children who choose to learn outside.

It is not yet outstanding because

- The role play provision indoors is not sufficiently well resourced to attract children to develop their imaginative play and extend their stories.
- Staff sometimes miss opportunities to develop children's conversations about their experiences out of pre-school.

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 all areas where children play, and carried out a joint observation with the manager.
 - The inspector spoke to children and parents to collect their views.
 - The inspector spoke to the manager and staff and the local authority advisory teacher as appropriate.
- The inspector sampled a range of paperwork. This included a selection of children's
- learning and development records, risk assessments, policies, and staff suitability checks.

Inspector

Victoria Weir

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 35 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 two, 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 holds a foundation degree.

What the setting needs to do to improve further

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

- increase the range of activities and resources in the role play area to enhance the programme of expressive arts and design and so that children extend narratives in their play

- encourage children to use talk to think about present and past experiences, for example by sitting with children during mealtimes and engaging in their conversations.

Inspection judgements

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

Children make good progress during their time at pre-school. Staff gather appropriate information to accurately identify children's starting points. Staff continue to collect information from observations, photographs and examples of children's work to assess and plan support. Staff monitor the development of each child effectively. This means that they quickly identify any gaps in children's learning. Planning is effective in ensuring that activities and experiences are matched to children's interests and children are offered opportunities that motivate them to learn. Staff target different areas of development for specific children. As a result, staff help to support the individual needs of children who develop at different rates.

Staff are generally skilled at engaging in purposeful play with children as they offer a good balance of child-led and adult-directed activities. They know children well, which allows them to time their interventions sensitively. For example, staff wait for children to explore mixing paint colours independently before they set them a challenge. Staff pose open-ended questions or make comments that encourage children to articulate their thinking during activities. For example, children confidently talk about what might happen if they did not add water to the salt dough mixture. Staff are skilled in seizing upon opportunities that occur during spontaneous play, to extend children's learning. For example, children who notice an aeroplane going overhead are helped to turn the outdoor building blocks into an aeroplane. Children confidently select materials and are encouraged to try things for themselves, which helps them develop skills rapidly. For example, younger children learn that to balance a curved shape you need to have a flat surface, while older children learn that purple is made by adding red and blue paint together. All this means the quality of teaching is good

Staff provide children with a range of activities that cover all areas of learning in both the indoor and outdoor areas. Children's communication and language skills generally develop well. Children express their ideas to friends when they play cooperatively. Staff have appropriate age-related expectations and allow time for children to think and respond during conversations. However, occasionally during meal times staff miss children's attempts to communicate their experiences at home as they do not sit with children as they eat. Children voice their opinions and learn to listen to the views of others during group time at the beginning and end of the sessions. Staff support youngest children and children who speak English as an additional language sensitively. For example, they create flash cards for key words which children may use to express their choices, and staff model new vocabulary. Children make good progress with their early literacy as they learn the shapes and sounds of letters and make active use of writing materials set out in a number of different areas. For example, children try to write their names on their pictures and children explore words that rhyme in books. Older children benefit from a targeted phonics programme where they learn the sounds that letters make. Children learn mathematical skills as they play. They recognise numbers and shapes and they are familiar with songs that introduce taking numbers away. Staff provide reasons for children to count and they teach children how to use number to solve problems. For example, children work out how many pieces of banana there are and how many children are at the table. This all prepares children well for school.

Children learn about their community through short outings into the village. Forest school trips enhance children's understanding the world and develop their physical skills of balancing, jumping, building and climbing, which they practise daily in the outdoor area. Children can choose from a wide range of materials to make models and pictures. There is a good emphasis on children using their senses to learn as they play with musical instruments or make a salt dough handprint. Outside, children engage in make believe play as they build an aeroplane. However, in the indoor role-play area there are limited resources to support children's made up stories and collaborative play.

Staff use a number of effective ways to feedback information to parents. Staff provide learning journals for each parent which is a record of their children's time in pre-school

and their next steps for learning. They also include parents in contributing to the progress checks for two-year-olds. Parents comment on how well they feel their children are progressing with aspects of development such as speech.

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. Settling-in procedures are organised around individual children's needs. Children develop a sense of belonging at the pre-school because each child has their own drawer for their personal items, children self-register using the name board and they see their work displayed on the walls.

Children are usually very well behaved as they play together. Staff frequently praise children for their efforts and for respecting the environment and each other. Children happily tidy away the toys during tidy-up time as they learn to take care of their environment. Staff have effective strategies in place to support children who are learning to express their feelings and to take turns and share. For example, children are encouraged to use their words to communicate their needs and wants to each other as well as staff. As a result, children are cooperative and show they care about one another.

Staff are well deployed in the pre-school and they are vigilant in ensuring that the main door and the gate are secured at all times. Staff use a register to record the number of children and adults in the building at any given time which helps them keep checks as they carry out head counts on children during their transitions. Children's behaviour demonstrates that they feel safe. They are confident to approach members of staff to ask for help when they need it, and are able to talk about how to keep themselves safe. Adults carefully plan experiences that enable children to be independent and to challenge themselves in their play. Adults remain vigilant as children independently use a knife to butter toast at snack time. Adults know how much support each child needs, as children clear away their own plates and cups, taking responsibility to ensure the table is clean for the next child.

Children use the toilet independently and parents report that staff are very supportive as they help children learn to use the toilet. This means that children develop confidence as they experience success in involvement in care routines and practices. Good hygiene standards are adhered to during meal times and nappy changing, and staff have secure systems in place to prevent infection and cross contamination. Older children remind younger ones that they need to wash their hands after they have independently used the toilet and before they sit down to eat. Children are offered a healthy snack of toast, fruit and vegetables. They are encouraged at lunchtime to recognise and eat their healthy food first. This teaches them the importance of healthy living.

The premises provide a spacious playroom that is equipped with a range of resources. Staff display many items at child height with picture and word labels so that children can independently select and return items for themselves. Children are keen to play actively

outdoors, using a wide range of equipment to promote their strength, coordination and balance. Many are able to steer and pedal bicycles with confidence and control. Staff ensure children can free flow to the outdoor area throughout the session which particularly supports those children who prefer to learn outside. Staff provide alternative physical play activities indoors when the weather limits outdoor play.

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. Since the last inspection, the management has reviewed practice and implemented changes which show they are very committed to improvement. The manager has employed a deputy manager who is qualified to manage in her absence. Staff all take part in carrying out good, clear written risk assessments on all areas of the pre-school both inside and outside. These are regularly reviewed by the management team, which helps to ensure a safe environment for children and staff. The premises are very secure and only staff can let visitors and families in and out. 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, current plans include developing creative play outdoors and indoors.

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 identify and engage in training to continuously improve and develop the pre-school. For example, recent local authority training for supporting two-year-olds has been developed in regular staff meetings and has led to improved planning changes for this age group. The appraisal system enables individual staff to set targets and take responsibility for improvements. As a result, staff are enthusiastic and always open to new ideas, which results in a stimulating place for children to learn. The partnership with the local school foundation teacher and the local authority advisory teacher supports staff to use audits and local initiatives to develop new ideas and extend their teaching skills.

The pre-school has recently developed good 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. The manager maintains overview tracking to keep her informed of trends in children's learning and this enables her to check that planning across the pre-school reflects the children's particular stage of development.

Staff work in very good partnership with outside agencies to support the particular needs of individual children. For example, they work with the Local Authority Special Educational Needs team, and outreach health workers to develop plans for children. This joint planning helps staff to ensure children make good progress. Parents, whose children have an identified special educational need, report their children make rapid progress and they

appreciate the multiagency team work.

Staff have strong links with the on-site school. Children visit the reception environment and school staff visit the pre-school. Children are able to view older siblings, friends and staff in the playing field that is adjacent to the garden area. This supports transition well for children who will leave to join this school and parents report particular satisfaction with support for transition. Information for parents is comprehensive and accessible in a variety of formats including a website. This helps the staff establish positive partnerships with parents. The parent committee ensures the views of parents are voiced and always considered. Parents comment that the pre-school is an exciting place where their children are well looked after.

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	962905
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Clanfield Pre-School Committee
Date of previous inspection	26/11/2013
Telephone number	01367 810 365

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Type of provision

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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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