

Freeland Pre-school

Freeland Primary School, Parklands, Freeland, Witney, Oxfordshire, OX29 8HX

Inspection date	16/09/2014
Previous inspection date	09/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make good progress in relation to their starting points and capabilities as staff provide varied experiences for them that are based on their needs and interests.
- The manager is a qualified early years professional who uses her expertise to work well with her experienced and capable staff to develop good quality teaching.
- Staff skilfully, and sensitively, help children form secure emotional attachments by providing a strong base for their developing independence and exploration.
- Staff effectively support children's awareness of mathematical language and concepts so that children enthusiastically learn about size, shape and numbers.

It is not yet outstanding because

- Occasionally parts of the session which involve all children sitting together last too long to maintain the interest of the youngest children, resulting in them becoming restless and distracted.

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 all areas of the nursery.
- The inspector held discussions with the nursery manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Freeland Pre-school registered in August 2005. It is a committee-run group which operates from a purpose-built room on the primary school site in the village of Freeland, Oxfordshire. There are links with the Early Years Foundation Stage provision in the school forming part of the Freeland Partnership Foundation Stage Unit. The pre-school has toilet and nappy changing facilities, and shares a kitchen, office and the outdoor area with the school.

The pre-school accepts children from two to under eight years and currently has 18 children on roll. It supports children who have special educational needs and/or learning difficulties and those who speak English as an additional language. The pre-school offers various sessions, with some children attending full time. Sessions include 'early bird' from 8.45am to 9.15am, mornings from 9.15am to 12.15pm, and an afternoon session from 12.15pm until 3.15pm.

There are eight staff working with the children, including the manager who has Early Years Professional Status and six who hold appropriate early years qualifications at level 3. There is also an administrator. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- monitor the duration of activities where all children are expected to sit and listen together to more fully reflect the concentration levels of the youngest children.

Inspection judgements

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

Information gathered by the key person when children first attend provides a good base for establishing their starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly into their learning. Staff undertake observations regularly, assessing these in order to identify each child's next steps in learning. They competently monitor the planning of activities for children across all areas of learning so that their individual needs are fully included and supported. Staff record details of children's achievements in individual learning journals. This gives them, and parents, a clear overview of the child's progress over time. Staff encourage parents to contribute their views and enhance their child's learning further at home. This results in all children making good progress, given their starting points.

The quality of teaching is good. All children benefit from the attention of staff who are enthusiastic, energetic and make learning fun. Staff use skilful questions to engage and extend children's learning. As a result children are becoming independent learners as they make predictions, think and work things out for themselves. For example, staff helped children playing in the mud consider where the water disappeared to. Children produced a variety of considered answers, including 'it is heavy and water sinks', and 'there are holes in the soil it runs through'. There is a good balance of adult-led and child initiated activities. The staff are skilled at building children's learning as they follow their own ideas and interests. For example, when children decided they were going to make a perfume mix the staff helped them identify ingredients they may want to add.

Staff provide a broad range of interesting activities that help children develop in all areas of learning. They place a high priority on building the foundations for children's early speaking and listening skills. Staff skilfully use pictures, props, symbols and gesture to reinforce children's communication skills. Staff know children well and are able to engage them in lively conversations about topics which interest them. During activities where all children come together staff teach them how to listen to each other and talk in front of an audience. However, the duration of these activities is sometimes a little too long for the youngest children to sit and concentrate. As a result, they become bored and distracted. Children who are learning English as an additional language receive good support, helping to effectively close gaps in their learning.

Children develop a love of books and enjoy listening to well-known stories. Staff are highly effective in modelling language and test out children's understanding of words. Children are quick to recall events in a story when questioned. For example, they remember that the transporter moves cars. Children explore early writing in a variety of planned activities both inside and outdoors, and during forest school visits. As a result, all children, including those who prefer to learn outdoors, improve their early writing skills well. Children make good use of the broad range of equipment, such as large outdoor chalk boards and clipboards, to draw and write. Staff provide good opportunities for children to learn about letters and sounds as they practise writing their names and find their name on their pegs. This helps to support their reading skills. Children also receive particularly good support for mathematics. Staff are confident and knowledgeable as they teach children about numbers and shape and measure. For example, staff encourage children to count routinely in their play and to begin to work out one more, or one less. In addition, children learn to measure at snack time as they fill cups half way.

Staff provide good opportunities for children to develop their awareness and knowledge of technology. Children have access to a computer and have a good understanding of how to use the mouse and operate the programs. Children also have daily opportunities to be creative using pens, pencils, and a wide range of art materials. They access a well resourced outdoor area where they learn to balance, climb, ride scooters and bicycles and play games with their friends. Children frequently create recipes in the mud kitchen and, during their play, showed their excitement as they found a worm. They carefully picked it up and decided to put it back in the soil 'to be safe'. Children also confidently water the plants they have grown. These activities foster their understanding of nature and of caring for living things. Overall children are developing the necessary skills and knowledge to

help them prepare for their next stage of their learning.

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

The manager offers all parents settling-in visits for their children which are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. Staff support children's well-being effectively because the key person system works very well throughout the pre-school. This system is responsive to the individuality of each child. For example, key person arrangements are reviewed as necessary to better suit children who change their days. Changes also take place where children develop stronger attachments to a different staff member. As a result, children build strong relationships which help them feel secure and comfortable. Staff are attentive to children's needs and are always close-by to offer help and support.

Children develop a good understanding of how to keep themselves safe and how to manage risks in their environment. For example, they learn rules which help them use equipment safely and take part in regular emergency evacuation practices. Staff are well aware of their role in supervising and keeping children secure within the premises. For example, they regularly count children as they play or move around the pre-school.

The good role modelling and encouragement of staff underpins children's positive relationships and good behaviour. For example, staff consistently welcome and follow up children's choices and ideas. They encourage and praise children's good listening, and actively promote their enthusiasm, creativity and enjoyment for learning. Children learn to be respectful of each other and accept differences of views and opinions. The organisation of the environment ensures that all children can make decisions for themselves about whether to play outside in the fresh air. Staff provide stimulating resources that are accessible and that they can be used and moved in a variety of ways to enrich all areas of learning. This helps children develop their confidence and independence as they make purposeful choices and plan their play. Children gain a good understanding of personal hygiene routines. They display their developing self-care skills as they wash their hands after using the toilet or having their nappy changed, and before eating.

Snack and meal times are planned well so that children enjoy the social aspect of their time at the pre-school while becoming independent and confident individuals. For example, staff encourage children to express their preferences. They also encourage conversations about children's experiences outside the pre-school. This helps them to develop an understanding and respect of differences. The pre-school celebrates a number of special days and festivals with the children to promote their awareness of different cultures and customs. This effective support means that children develop the emotional security and the social skills needed to support their move on to school.

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

The pre-school is effectively led and managed by an enthusiastic manager who is fully supported by a dedicated and experienced staff team. Staff are confident of their responsibilities to safeguard children. They know the procedures to follow if they are concerned about a child in their care and know who to report any concerns to. All staff complete safeguarding training and the manager monitors their knowledge through questioning, discussions and staff meetings. Staff ratios are good. Staff undertake risk assessments of the premises to help monitor and ensure children's safety. They review these regularly to respond to changes. Each day staff follow a checklist to help visually determine that the pre-school is suitable and safe for children.

The staff team is well qualified and staff have a good understanding of their roles and responsibilities to promote children's learning and development. Managers support staff well through mentoring meetings. Staff also have regular access to training and make use of online training materials. This effectively enhances children's care and learning. For example, having attended training provided by the local authority, staff feel they are more consistent in positively supporting children's behaviour.

Effective evaluation and monitoring processes highlight the pre-school's strengths and areas for further development. This supports the manager to take action to continually improve outcomes for children. This process fully involves parents and the local linked school through discussions and questionnaires to further enhance the provision offered. A secure parent social media page and daily diaries have recently been implemented following parents suggestions, showing the pre-school values their ideas. Management also take into consideration the children's views to help improve their experiences. For example, children have input into the activities and resources provided.

Links with local schools are very strong, supporting children's move to full-time education. The pre-school also works well with other agencies and professionals who provide specialist support to individual children. This helps to ensure that staff are able to meet each child's needs appropriately. Relationships with parents are open and friendly. Staff provide them with daily verbal feedback about their children's progress and welfare. In addition, parents are invited in to the pre-school to share their skills and knowledge with the children, such as information about their home cultures and traditions. Notice boards provide parents with good information about events and experiences planned for their children. They are also able to borrow resources. This means allows them to support their children's learning at home. Parents spoken to on the day of the inspection were complimentary about the care and education provided at the pre-school for their children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY311737
Local authority	Oxfordshire
Inspection number	827996
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	18
Name of provider	Freeland Pre-school Committee
Date of previous inspection	09/07/2009
Telephone number	01993 882945

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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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