

Faringdon Pre-School

Canada Lane, Faringdon, Oxfordshire, SN7 8AH

Inspection date	08/10/2014
Previous inspection date	07/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy the free-flow opportunities to play outside, where there is an exciting and wide range of challenging toys and equipment. This contributes to the good progress children make.
- Children develop strong bonds with their key person and, as a result, children make secure emotional attachments that promote their well-being.
- Staff have good relationships with parents and they work together effectively to support the needs of the children.
- Staff are particularly effective at supporting two-year-old children develop their communication, language and physical skills well.

It is not yet outstanding because

- Systems for monitoring staff performance do not fully include peer observations, to enable staff to learn from each other through honest and critical reflection.
- Staff do not always fully support older children's awareness of mathematical language and concepts during play.

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 all areas of the pre-school.
- The inspector held discussions with the pre-school managers, management committee members, 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

Faringdon Pre-School was first registered in 1979. It operates on the school site and works as a partnership unit with the school. The children have access to an enclosed outside play area. The pre-school is open every weekday in term time on Monday to Thursday from 9am to 3pm and Friday 9am to 12pm. The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. It is run by a voluntary committee. There are four staff who work directly with the children and they all hold suitable childcare qualifications. Of these one member is qualified at level 5 and three members are qualified to level 3.

What the setting needs to do to improve further

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

- build on the existing good systems for monitoring staff performance so children continue to receive the best teaching possible, for example by fully establishing the use of peer observations for staff

- enhance the educational programme for mathematics by increasing opportunities for older children to count and use number to solve problems.

Inspection judgements

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

Children enjoy their time at the pre-school as caring staff welcome the children and offer a range of fun and exciting activities. Staff identify individual children's starting points through appropriate systems, such as 'All about me sheets' and parental discussions at settling-in time. Staff gather information about children's preferences and capabilities. As a result, staff can plan activities that are of interest to the children when they start the pre-school. Consequently, children settle well into pre-school life. Staff carry out observations on children's play and use them effectively to identify children's next steps in their learning and to inform future planning. As a result, children make good progress in their learning. Assessment procedures are good, including the necessary completion of the progress check at age two. Staff identify children's progress as they check children's learning and development against the expected norms for their age. This helps staff quickly identify and effectively address any gaps in children's learning. Staff involve parents in children's learning effectively from the start. Parents have opportunities to look at their children's learning records and talk to staff daily. This provides them with information about how their children are progressing. Parents reported during inspection they are pleased with

the progress of their children. They commented that they had two-way communication with staff, which helped them to continue their children's learning at home.

Overall, the quality of teaching is good. Staff make good judgements about when children need time to play and explore independently or with other children. They intervene skilfully to extend children's learning. For example, staff skilfully made suggestions for younger children and newly settled children on their choice of tools in the mud kitchen. As a result, children sustained their interest well, managed their self chosen task better and learned about their environment. They develop resilience as they learn to solve their own problems as staff encourage them to explore each other's ideas. For example, staff encouraged children taking part in a junk modelling activity to ask other children how they could increase the strength of their join. Consequently, children become active and interested learners.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff teach children to share and take turns and cooperate with each other as they play. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. Staff develop young children's communication and language very well through skilful use of running commentary as children play and modelling good language. For example, as children played with the water tray, staff introduced new words such as dolphin and funnel. Planned time where staff use songs, rhymes, activities and books with repeated phrases help younger children and children who are less confident talkers to grasp patterns of language. Children develop their physical skills well through exploring and negotiating the outdoor provision, which includes a grassy slope, managing to ride on bikes and tricycles, and digging in the sunken sand pit.

Staff provide some activities that develop children's awareness of numbers and counting. However, some staff do not always fully extend children's understanding of mathematical language and concepts, particularly for older children. For example, during play with mud staff encouraged younger children to describe whether or not the container is full or empty. However, older children did not receive encouragement to extend their learning through counting their spoonfuls or comparing amounts. Children develop their expressive skills through activities which encourage them to use their imagination and creative skills in their play, such as exploring different mark-making tools on different textures. There are many activities which staff plan to help children develop their understanding the world. For example, children learn computer skills as staff sit with them and help them load software and turn on the screens.

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

Children are purposefully engaged in activities throughout their time in the pre-school. All children are developing confidence. They choose activities in the outside garden and play with good quality resources indoors. The pre-school is well laid out by staff to develop

children's independent skills. Consequently, they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play.

Children form positive and trusting relationships with the staff, showing they feel emotionally secure, owing to an effective key-person system, which provides all children with the individual support they need. They go to their key person when they have a concern. Staff develop children's social skills in readiness for school and encourage good manners, listening and taking turns. Children are very willing to have a go because they know staff value their efforts. Staff are kind, polite and consistent in their management of children. Children demonstrate a good ability to manage their own behaviour. The pre-school staff effectively promote all children's understanding of diversity. Staff know simple words and phrases in children's home languages. Children gain an awareness of diversity as they use dolls, books, pictures and small world toys that reflect positive images of difference. Staff sensitively encourage children to explore their individual differences through conversations where they express preferences. For example, staff help children notice each other's lunch boxes and food.

Children run around exuberantly in the fresh air because they can move freely between the playroom and garden. They learn about healthy lifestyles well. They wash their hands before eating and after visiting the toilet. Staff help children become competent at managing their personal needs relative to their ages. Children develop a focused understanding of safety, such as the importance of not running in the indoor area, in case they fall. Staff are vigilant and the high staff to child ratios kept mean staff supervise children well.

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

The pre-school's leadership and management have a secure understanding of the learning and development, and safeguarding and welfare requirements. As a result, they keep robust records of all those working directly with children. Designated staff have responsibility for checking the environment on a daily basis to make sure that all areas used by children are safe. Risk assessments are in place and many steps taken to minimise potential risks to children. For example, staff discourage children from climbing on the low-level fence separating the pre-school garden from the school playground. Parents sign written records of accidents, injuries and first aid treatment. Staff demonstrate a clear understanding about safeguarding procedures and they are clear about what to do if they have any concerns about children in their care. The leadership and management team takes all necessary steps to keep children safe and well.

The manager has a strong drive to improve the pre-school and has a clear and successful improvement plan that supports children's achievement over time. This is regularly updated and evaluated by the whole staff team. Staff have worked hard to improve the quality of the pre-school since the last inspection and all actions and recommendations have been fully addressed. For example, partnership with the local nursery teacher has meant older and more capable children benefit from well-planned, challenging activities.

The outdoor area is now greatly improved and particularly benefits those children who like to learn outdoors. The staff receive good support from the chair of pre-school committee.

The self-evaluation takes into account staff's, parents' and children's views through the use of questionnaires and regular meetings. There are well-established links with the advisory team within the local authority and this further enhances the self-evaluation. The manager has recently embedded an electronic system for monitoring children's assessments. This promotes children's successful learning and development and helps her display an accurate understanding of all children's skills, abilities and progress.

The staff team is generally well qualified and the manager monitors performance, encouraging all to undertake training. Regular updating of training helps to ensure staff are able to fully protect children from harm and follow clear and effective procedures for recording and reporting any concerns. Recruitment and selection procedures are clear. Necessary checks take place before staff have unsupervised access to children. All staff are enthusiastic, motivated and fully committed to their work and the service they provide, and this reflects in their enthusiasm and the enjoyment they demonstrate when interacting with the children. However, the use of regular peer observations is not fully developed to ensure staff are constantly improving their already effective teaching skills. They do not regularly share their strengths or offer honest, constructive criticism in order to enhance the quality of teaching to a consistently high standard.

Partnerships with parents are a clear strength of the pre-school. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The pre-school works well with other agencies such as speech and language therapy services and other health professionals. This ensures appropriate interventions are secured for children and they receive the support they need. Therefore, all children make good progress in relation to their starting points and are encouraged to reach their full potential.

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	133722
Local authority	Oxfordshire
Inspection number	845647
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	36
Name of provider	Faringdon Pre School Committee
Date of previous inspection	07/02/2011
Telephone number	01367 242801

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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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