

North Hinksey Pre-School and Childcare Club

North Hinksey C of E School, North Hinksey Lane, Oxford, Oxfordshire, OX2 0LZ

Inspection date	09/10/2014
Previous inspection date	01/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The leadership and management systems are outstanding. Self-evaluation is highly effective and continually drives improvement.
- The management effectively support staff's professional development and act promptly to enhance teaching in everyday practice. This heightens their already excellent understanding of early years practice.
- The quality of teaching is outstanding. Staff interact highly effectively with the children to teach them the skills they need to succeed, and to extend their thinking and learning.
- The staff have very high expectations of themselves and the children, and plan a rich and varied environment with imaginative experiences for the children.
- The key person approach provides a very strong emphasis for the organisation of the pre-school. This means that all children receive sensitive help to form strong relationships with their key-person, which helps them feel safe and secure.
- The staff are extremely positive role models and give consistent guidelines that support children to manage their emotions and to adjust their behaviour around other children.

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 in the indoor and the outside learning environment, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of suitability, self-evaluation processes and documents that support the pre-school and wraparound school clubs.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the childcare manager, the lead person for the pre-school and breakfast club and the lead person for the after school and holiday club.
- The inspector took account of parents' views.

Inspector

Ruth George

Full report

Information about the setting

North Hinksey Pre-School and Childcare Club originally registered in 1972 and it registered at its present setting in 2004. It operates from a modular building in the grounds of North Hinksey Church of England School and children join with the school's Reception class at certain times of the day. The pre-school is also registered to operate a breakfast and after school club during term time and an out of school holiday club.

The setting is registered the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. Sessions are from 7.45am to 8.45am for the breakfast club, 8.45am to 3.15pm for the pre-school, and 3.15pm to 6pm for the after school club. The holiday club is open during school holidays from 7.45am to 6pm.

There are currently 41 children on the pre-school roll and 95 children on the wrap around school clubs roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Eleven staff work with the pre-school children, of whom eight have a relevant early years qualification to level 3 or above. The manager and one member of staff are undertaking a Bachelor of Arts Early Years Degree. There are an additional six staff working in the wrap around school clubs of whom three have a relevant playwork qualification at level 3 and one member of staff has qualified teacher status.

What the setting needs to do to improve further

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

- enhance further children's awareness of how to maintain a healthy lifestyle, for example, by encouraging them to choose healthier drink options during lunch times.

Inspection judgements

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

The quality of teaching is outstanding. The children are motivated and eager to learn, they flourish under the guidance of the cohesive and attentive staff team. The staff make concise assessments of their key children's learning, which enables them to monitor their progress effectively. Parents receive excellent information about their children's progress. Staff actively encourage parents to share what their children are learning at home. If children require some additional support, the special educational needs coordinator ensures all those involved with the child understand and share vital information. This

means they are clear about how they will work together to provide the support required. Consequently, children receive the additional help they need to help them make swift improvement in their learning. Staff skilfully help children who are learning English as an additional language to develop their confidence in speaking English. Children talk confidently in English as well as speaking effectively in their home languages with their parents. All children make excellent progress in their learning in relation to their starting points and are prepared exceptionally well for their eventual move to school.

The staff provide a rich and varied environment offering a wealth of resources that spark children's imaginations. They give the children opportunities to be independent in their play and to have uninterrupted time to explore. Staff are highly effective at observing children's play and listen carefully to what they say, and consider their intentions. As children played in the garden, they became deeply involved, working together to build a fire station. Staff helped the children to think about what it was they were trying to achieve and encouraged them to persist when things did not go to plan. This skilful teaching stimulates and extends children's learning to help them achieve what they set out to do. Staff effectively adapt key group times to meet the needs of individual children. They use a very good range of activities that pave the way for children to make a good start in early literacy. Teaching develops the younger children's speaking and listening skills, laying the foundations for learning letter sounds. Older children are learning to use their knowledge of the letter sounds for early reading. Some children confidently label their work with their names, forming the letters effectively, and others make marks to represent their names. These opportunities help children to develop excellent early writing skills.

The staff's expertise expertly helps to broaden children's learning across all areas of learning, guiding their play and enriching opportunities as they arise. Staff tune into children's interests and use their in-depth knowledge to extend children's thinking and learning. Outside children stopped and bent down to look at the sycamore seeds on the ground. Noticing the children's interest, staff explained, 'The seeds are like wings, they are carried along by the wind. Their shape helps them fly through the air'. The children are delighted when the seeds caught the wind and spun when they threw them up in the air. Highly effective teaching helps children learn mathematical concepts as they play. Staff provide a broad range of activities that motivate children to explore number, space and capacity. Children competently count and use mathematical language in their play and during adult led activities. The staff supply an abundance of materials and tools to stimulate children's creative expression and design skills. The staff's highly effective interaction teaches children how to use tools and techniques competently to achieve planned effects.

The wraparound school staff plan rich and exciting activities to enhance children's learning. The stimulating activities build on children's interests and skills. Staff are extremely successful at helping children to join in and learn new skills, which complement their learning at school. For example, children develop their creativity and imaginative skills. They cut out a pattern to sew an elephant and created a shop to sell toys, using stones as currency.

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

The key person approach provides a very strong emphasis for the organisation of the pre-school. All children arrive happily and take their name card to their key person to let them know they have arrived. The key persons welcome the children and their families and share important information. Key persons are extremely effective in helping children feel safe and secure, and ensuring children are physically and emotionally healthy. Staff diligently observe children, make precise assessments and plan for their individual learning needs. For children requiring additional specialist help, the key person discusses their observations with the special educational needs coordinator and parents. The key person expertly plans support strategies to help children and refers parents to additional professional support that is available, for example speech and language therapy.

The staff plan extremely good activities that help children prepare for their move to school. They regularly spend time with the adjacent Foundation Stage Class enjoying shared lessons, such as stories and French. The staff offer very positive role models and give consistent guidelines that support children to manage their emotions and to adjust their behaviour around other children. The clear guidance means that children are aware of the behavioural expectations in pre-school and wraparound care. The excellent teaching strategies also help children learn how to keep themselves safe. Staff supervise closely so they do not come to any harm. They are learning to experience and manage risk, and rise to the challenge. For example, they climbed up planks that they leant against the fence when playing firefighters, pretending the planks were ladders. The staff use the extremely well-organised environment to aid children's independence. Children confidently choose where to play and explore, becoming independent learners. Staff sensitively promote children's self-care and teach them to manage their personal hygiene.

Teaching helps children to have a very positive attitude to being outdoors and physical activities, which promotes their understanding of a healthy lifestyle. Children are learning to move skilfully and negotiate space successfully, adjusting their speed or direction to avoid collisions. After an energetic music and movement session, staff helped children observe what happens to their bodies after physical exercise. Although children can access water at all times, some of the drinks at lunchtimes contain ingredients that are not such a healthy option for children. Staff provide children with a healthy range of snacks and help them understand how these contribute to making healthy food choices. Parents can choose the option of a school dinner for their children. This means the children receive a hot dinner and are learning skills to carry the trays holding their meals to the table in preparation for school. The key persons make younger children who require a sleep after lunch comfortable, ensuring they meet children's individual routines.

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

Leadership and management demonstrate their highly reflective practice through self-evaluation and include areas for improvement on the action plan. The management use the action plan to communicate to staff the specific steps required to make improvements. Recommendations made at the last inspection have provided a focus for improvements. The children enjoy being outside and benefit from high quality teaching that extends their learning. The management have exemplary systems in place to oversee the delivery of the educational programmes and monitor the staff's teaching practice. The management monitor the group of children's learning, which also provides focus for staff professional development. Regular meetings with staff mean that the management monitor individual children's development and discuss any identified gaps in their achievements. This means staff plan effectively for all children and provide additional support to ensure any gaps in children's learning are narrowing. These systems and the extremely effective joint working with the school aids children's smooth transition to school.

Leadership and management follow safer recruitment procedures, ensuring that relevant checks are completed. This helps check the suitability of committee members and staff working with the children. Excellent induction for staff means that they have the skills to effectively carry out their roles. Staff carefully observe the policies and procedures in their practice, which support their excellent practice. Leadership and management encourage all staff to develop professionally to gain early years or playwork qualifications and leadership skills. The management hold regular team meetings and individual staff supervision to agree professional objectives. This means all staff work towards enhancing their on-going professional development, which improves their already excellent understanding of practice.

Leadership and management ensure all staff attend safeguarding training. Staff have an excellent knowledge of their responsibilities in terms of recognising signs of child abuse. They clearly demonstrate how to report any concerns including whistleblowing. Children's welfare is central to everything they do. The premises are safe and secure with extremely effective procedures in place that staff follow diligently. This ensures a safe environment for the children to play and learn in. Teaching for safety is highly effective; staff remind children of the rules and how to keep each other safe, providing children with consistent messages. The staff also attend training in first aid; as a result, all staff can deal with accidents and other emergencies quickly and efficiently.

The key people have regular meetings with parents to discuss their children's progress. Staff are extremely effective at engaging all parents in their children's learning in the setting and at home. Key persons encourage parents to share their children's achievements and display these on the 'I am a star' board. Staff also share a 'Home Link' activity, which provides parents with activities to do at home with their children and explains the learning opportunities. Parents say they value the newsletter that provides news, update information, social events, and staff news. A parent expressed that, 'The key person always greets us at the beginning of the session. My child has a great relationship with his key person and all the staff. He has made a lot of progress since starting.' Management attend specialist meetings with parents and other professionals for those children requiring special educational support. This means any decisions made enable all those involved in the children's care can provide the support required to help

them make good progress in their learning.

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	EY282708
Local authority	Oxfordshire
Inspection number	833596
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	41
Name of provider	Stepping Stones (Botley) Pre-School Committee
Date of previous inspection	01/04/2009
Telephone number	01865 794287

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

