

Skips

West Kidlington School, Oxford Road, Kidlington, Oxfordshire, OX5 1EA

Inspection date	15/10/2014
Previous inspection date	08/12/2009

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

- Staff provide positive role models for children at all times and create a purposeful and calm atmosphere in the pre-school.
- Staff know the children well and provide individualised learning opportunities, particularly for children with additional needs who are very well supported.
- Children enjoy a well-resourced, stimulating environment, indoors and outdoors.
- The quality of teaching is good. Staff plan activities that reflect children's interests and learning needs. This allows them to make good progress.
- Staff communicate effectively with parents and involve them in ongoing assessments of their children.

It is not yet outstanding because

- Snack time is not always organised well resulting in children spending a lot of time waiting rather than engaged in meaningful activities.
- Staff do not consistently encourage children who are learning English as an additional language to fully extend their communication skills during free play activities.

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 sampled documents including policies, registers, and records of children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed children and play indoors and outdoors, and staff interactions with them.
- The inspector conducted a joint observation with the supervisor.
- The inspector had a tour of the premises.

Inspector

Natasha Crellin

Full report

Information about the setting

Skips Pre-School registered in 1970. It operates from the grounds of West Kidlington Primary School near Oxford. There is ramped disability access to the building. The setting is registered on the Early Years Register. The pre-school is open on weekdays during school term times. Morning sessions are from 8:45am until 11:45am and afternoon sessions are from 12:20pm until 3:20pm. A lunch club operates daily from 11:45am until 12.20pm. The pre-school has a secure outdoor play area. There are currently 68 children in the early years age group on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school currently supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities. The pre-school employs eight staff, six of whom hold suitable early years qualifications.

What the setting needs to do to improve further

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

- organise routines at snack time more effectively so that children spend more time engaged in meaningful activities that they enjoy and fully extend their learning
- extend the range of opportunities for children who are learning English as an additional language, to further develop their communication and language abilities during independently chosen activities.

Inspection judgements

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

This is a friendly and welcoming preschool. Children settle quickly due to the robust key person system and the caring staff who work as a close and supportive team. Children make good progress in their learning and development due to the high standard of teaching. Staff plan effectively to meet children's individual needs. There are robust systems in place to assess children's progress and to promote the next stage in their learning. Staff work closely with parents who regularly contribute information about learning at home. For example, parents play an active role in the required progress check for two-year-old children and write in a communication book, which is sent home daily.

Children benefit from opportunities to make choices in their play, which encourages them to learn through exploration and investigation. For example, children learn mathematical concepts of full and empty, as they play in the mud kitchen and fill pots with mud, leaves and water. Staff recognise the importance of practical experiences to promote children's

understanding and eagerly become involved in children's play to extend them.

Staff plan activities to support language development during group time. Children enjoy playing speaking and listening games with puppets and other props, which motivate and excite them. Staff also support language skills well through daily singing sessions when children join in with the words and actions of well-known nursery rhymes. Staff have a good knowledge and understanding of children's individual abilities. This helps them provide specific activities to help children who are learning English as an additional language. Staff find out about children's home language and liaise with parents to help encourage their learning at pre-school. However, staff miss some opportunities to fully extend their language during free play activities when they independently choose what they want to do. For example, staff do not always find ways to encourage them to talk about what they are doing and interact with others. Overall, staff teach children well and they develop the language skills they need for future learning.

Overall, the pre-school environment is fully inclusive. Staff successfully support children with special educational needs and/or disabilities. Qualified staff have key responsibility for coordinating support plans that meet children's individual needs. Staff liaise closely with external agencies, such as speech therapy and the local authority to provide effective support. Staff support children's needs well with visual timetables and pictures. These help them to communicate and understand the routines and what is expected of them. As a result children with additional needs make good progress.

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

Staff create a calm, nurturing environment where children and their families are made welcome. As a result, relationships between staff and families are very good. Parents speak highly of the preschool staff and the large variety of activities their children experience. For example, parents fondly remembered their children watching real chicks hatch from eggs. Activities such as this have a positive impact on children's understanding of the natural world. Parents communicate with staff in a variety of ways and feel well informed about their children's progress.

Staff are good role models and encourage children to treat each other with respect and patience. They provide consistent messages about right and wrong and offer praise when children make the right choice. As a result, children's behaviour is excellent and they are developing good social skills. Children make effective use of the indoor and outdoor environment. They demonstrate independence as they make choices and find the toys they want to play with. For example, a group of children played together on the computer. They shared the mouse and helped each other to complete the maths game before selecting another one. The pre-school has an abundance of resources, which challenge children's thinking and provide them with a variety of different learning experiences.

Children develop an understanding of healthy lifestyles as they serve themselves mixed fruit and drink water during snack time. Hygiene routines are clearly established and followed. For example, staff preparing food disinfect surfaces and wear disposable aprons.

Children participate in self-care routines as they blow their own noses and wash their hands afterwards. Children clearly understand the routines for washing their hands for snack. However, staff do not always organise this part of the session well. This is because it involves children sitting on the floor and waiting for some time until they can fit into the small bathroom. Consequently, children become restless as they wait for their turn. Therefore, staff do not always make the most of the available time to fully engage children in meaningful activities and maximise their learning.

Children learn to keep safe as staff support them in risky play, which helps develop an understanding of their physical limitations. For example, children climbed in and out of a large plastic cube in the garden. Staff stood close by to ensure children did not slip or fall and to offer verbal support and encouragement. Children demonstrated trust in the staff who supervised them well at all times.

Older children move successfully to the school nursery and to the main school due to the close working relationships between the teachers and staff. These include several visits to the new environment to play and explore, closely supported by their key person for reassurance. Information on children's learning and development is passed on to school ensuring continuity of care.

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

Leadership and management of the pre-school is strong. Management and staff demonstrate a commitment, drive and ambition to promoting improvement. Staff have regular appraisals and supervision meetings to discuss their progress and to identify training needs. This helps ensure staff continue to develop new skills, knowledge and understanding. Parents and staff contribute to the pre-school's self-evaluation process. As a team they work together to identify their strengths and areas to be further developed. This leads to forming action plans for improvement, which are instrumental in achieving continual progress.

Management and staff fully understand their responsibility to promote children's learning and development. The supervisor oversees the assessments and the progress of individual children on a regular basis. This ensures staff identify any gaps in children's learning and work toward addressing them.

Effective precautions are in place to safeguard children. Staff have a good understanding of what to do if they have concerns about a child's welfare and regularly attend safeguarding training. The pre-school has a comprehensive set of policies and procedures that underpin staff knowledge. As a result, all staff, including new staff, have a clear understanding of their roles and responsibilities. There are good arrangements in place to promote children's safety. This includes comprehensive risk assessments and appropriate safety measures to ensure the premises are safe for children to play.

The pre-school staff have made good progress since the last inspection. Children have

regular access to technology through a computer and hand held devices. Both allow them to explore suitable learning games. Children use these independently and demonstrate a good understanding of how to navigate around and successfully complete programmes. This helps them develop skills essential for future learning.

In addition to maintaining good relationships with parents, staff have successful working partnerships with other professionals and early years providers. This ensures that they share information about children effectively. Consequently, children receive cohesive and coordinated care and learning.

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	EY294341
Local authority	Oxfordshire
Inspection number	833879
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	68
Name of provider	Skips Committee
Date of previous inspection	08/12/2009
Telephone number	07704 525312

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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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