

Hagbourne Pre-School

Main Road, East Hagbourne, Didcot, Oxfordshire, OX11 9LR

Inspection date	17/10/2014
Previous inspection date	03/12/2009

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

- Parents and staff have strong relationships which support children to make good progress.
- The quality of teaching is good. Staff plan activities to reflect the interests of the children and to meet their individual needs.
- Staff prioritise children's safety and demonstrate a good understanding of their roles and responsibilities to protect children.
- Robust arrangements with other professionals and the local school ensure children receive cohesive and consistent care.
- Children's learning is greatly enhanced through regular outings to the local environment, such as the mini-explorers weekly visit to the woods.

It is not yet outstanding because

- Systems used to monitor the quality of teaching are not always sharply focused on evaluation of the impact of staff practice. Therefore, there is more that can be done to build on the good teaching to enhance children's learning experiences.

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 at play, indoors and outdoors, and staff interactions with them.
- The inspector sampled documents including policies, registers, and records of children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the manager, staff, and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector

Natasha Crellin

Full report

Information about the setting

Hagbourne Pre-School was established in 1969 and is managed by a voluntary committee. The pre-school is located in the village of East Hagbourne and the intake of children is from the village and surrounding communities. The pre-school has the use of two rooms in the village hall and there is an enclosed outdoor play area. The pre-school is registered on the Early Years Register. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 42 children in the early years age range on roll. The pre-school supports children who are learning English as an additional language and also children with special educational needs and/or disabilities. The pre-school opens each weekday during school term times, with sessions from 8.45am until 2.45pm on Monday, Wednesday and Thursdays and from 8.45am to 11.45am on Wednesday and Friday. The pre-school employs six staff, four of whom hold appropriate 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:

- enhance systems used to monitor the quality of teaching to make more sharply focused evaluations of the impact of staff's practice, so as to build on the good teaching and achieve even better outcomes for children.

Inspection judgements

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

Children make good progress because staff plan educational programmes effectively to meet their learning and development needs. Staff know children well and provide activities which reflect their interests. For example, children show good levels of concentration as they play with a large variety interactive toys, such as computer tablets, pretend mobile phones and cameras. Staff assess children's progress by observing them at play. This information, as well as other assessments, such as the progress check for two-year-olds, are regularly shared with parents. Parents also have opportunities to contribute information about children's learning from home. This close working relationship ensures children's needs are identified and met.

Children benefit from a good range of indoor and outdoor activities that promote learning. This is supplemented by exciting opportunities to explore their local environment, such as the mini-explorers club. This group dress appropriately for all weathers in waterproof suits and enthusiastically walk to the local woods. This offers children excellent opportunities to interact with nature. Children's confidence is enhanced as they develop their physical abilities, balancing on logs and climbing trees. This helps them to test their own

capabilities and to begin to take some managed risks. The pre-school is also part of the Eco-school's award and this reflects their commitment to developing environmental awareness in children.

Children have opportunities to direct their own play. Staff skilfully extend children's knowledge through effective questioning and support. For example, children enjoy using toy road signs to get children on tricycles to follow the rules. Staff support this play by drawing a road on the pavement and teaching children about zebra crossings. Staff are good role models to children and they speak in a calm and respectful manner. This creates a relaxed and purposeful learning environment. In response to this children's behaviour is good at all times.

The pre-school is fully inclusive and children with special educational needs are supported well. A named member of staff takes lead responsibility for coordinating support and has had additional training to develop this role. There are also effective strategies in use to support children who are learning English as an Additional Language.

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

The key-person system means that staff know their children well. Children spend time with their key person and develop close relationships with them. This supports children's emotional needs. Children share snack time with their key group and take turns to hand out plates and cups to their friends. This helps them to develop friendships in a supportive and structured environment.

Staff help children to learn the importance of a healthy lifestyle. During regular dance and movement sessions staff encourage children to feel their heart beats, and talk about keeping their bodies strong and fit. Children learn the importance of healthy eating as they share nutritious snacks of fruit, milk and water. Drinks are available for children at all times during the day.

The pre-school has close relationships with parents who speak highly of the care their children receive. Parents report that communication between them and the pre-school is good. They feel staff are approachable and always on hand to offer support. An active, well-managed committee ensures parents' views are well represented. Regular volunteering opportunities allow parents to play an active part in the day-to-day running of the pre-school which benefits children and their families.

Children have access to a stimulating environment, which supports their growing independence. A good variety of toys and equipment are thoughtfully arranged so children can see what is available and confidently help themselves. Staff manage the complexities of a 'pack-away' setting well. For example, displays hang from a system of strings to they can be easily moved about. Children make good use of the indoor and outdoor play spaces which offer a good balance of learning experiences across all areas of learning.

Staff effectively plan for children's move to school. Staff support them to become

independent and manage their own personal needs. For example, children put their own coats on and know to wash their hands after using the toilet. The close working relationship that has recently been developed between the pre-school and the school ensures information about children is communicated clearly. This supports good continuity of care.

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

The staff at the pre-school work successfully together to provide good outcomes for children. Management actively seeks the views of staff who contribute to the self-evaluation process and they work together to improve practice. The management and the staff team fully understand their responsibility to promote children's learning and development and they do this well.

Ongoing professional development for staff encourages them to gain new qualifications and develop their skills. Individual development and training needs are identified through regular appraisals and supervisions. This supports the pre-school to develop a qualified workforce. The system of monitoring the quality of teaching does not provide sharply focused evaluations of the impact of staff's practice. Therefore, the potential to build on the good teaching further is not fully embraced.

The manager takes lead responsibility for child protection. There is a clear written policy which details the procedures to follow if staff have any concerns around the welfare of a child. Staff demonstrate a good understanding of this procedure and show a commitment to ensuring children are safe while at the pre-school. Thorough and effective risk assessments cover all aspects of the premises, activities and resources. Staff conduct daily safety checks and help children learn how to protect themselves, for example, by carrying out regular fire drills. Staff are aware of children's medical needs and have appropriate first-aid training.

The management regularly supervises the overall progress of the children. Current systems allow for conclusions to be made on individual children, and to identify gaps in their learning.

Partnerships with professionals are a key strength of the pre-school. Staff communicate with teams who support children's special educational needs, such as speech therapists, and regularly attend meetings to share information about children. As a result of these strong partnerships, children receive consistent care and support in their learning and development.

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	133715
Local authority	Oxfordshire
Inspection number	841007
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	42
Name of provider	Hagbourne Pre-School Committee
Date of previous inspection	03/12/2009
Telephone number	07776 404124

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

