

Kirtlington Pre-School

Kirtlington C of E Primary School, Heyford Road, Kirtlington, Kidlington, Oxfordshire, OX5 3HL

Inspection date	17/11/2014
Previous inspection date	07/07/2011

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 are effectively supported to develop strong relationships with their key persons, who know them well.
- There is a strong partnership with parents, which means that parents are very aware of their children's progress and how they can support their learning further at home.
- Children enjoy their learning because staff provide them with a wide range of activities that capture and sustain their interest. Consequently, they make good progress in their development.
- Regular staff training ensures that they are knowledgeable about safeguarding policy and procedures, which helps safeguard children's welfare and well-being.

It is not yet outstanding because

- The presentation of books does not inspire children to practise reading, as part of their freely chosen play.
- Staff do not consistently make use of every opportunity to extend and challenge children's learning.

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 gained the views of parents spoken to on the day of the inspection.
- The inspector made a number of observations of activities.
- The inspector reviewed a sample of the pre-school's documentation, including children's development records and systems for tracking their progress.
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector held a number of conversations with children and staff, and held discussions with the manager and the nominated person.

Inspector

Amanda Perkin

Full report

Information about the setting

Kirtlington Pre-School registered in 1989 and is a voluntary group managed by a committee of parents and carers. The intake of children comes from the village of Kirtlington, Oxfordshire, and the surrounding rural communities. In 2004 the pre-school moved into premises at the Kirtlington Church of England Primary School and now operates as a Partnership Foundation Stage Unit within the school. The pre-school is registered on the Early Years Register. The unit opens every day from 8.30am to 3pm, during school term times, and children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities. There are four staff who work with the children and three of these have appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged three and four.

What the setting needs to do to improve further

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

- enhance the presentation of books to make them easier, and more inviting, for children to select independently

- further develop the use of questioning techniques, to consistently extend and challenge children's learning.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They deploy themselves effectively to help and encourage children to develop, and learn. The quality of teaching is good. Staff assess children's starting points through information obtained from parents and through the settling-in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. They use this information to plan the next stage in each child's learning. The staff team all contribute to planning, with each staff member providing information for their key children's next steps for learning. Staff complete children's learning records with many photographs of activities and examples of children's individual creative work. Parents regularly speak with their children's key person about their children's progress, and their development plan. This means that parents know what their children are learning, and are able to support this at home. As a result, children make good progress in their learning.

Children enjoy creating sounds with musical instruments. Staff encourage children to sing

and shake their instruments. For example, they march to, 'The Grand Old Duke of York' and learn to put their instruments, 'up' and, 'down' in time with the rhythm of the song. Staff plan a good range of creative activities teaching children to discover through exploration, and use their imaginations to express themselves freely. Children are learning to use a range of tools to make marks and draw. These skills help children to learn how to hold tools, such as a colouring pencil, effectively. Teaching helps them to use it with good control. As a result, children are developing their early writing skills.

Staff use some discussion to support children's free play. They ask some questions, sing nursery rhymes with actions, and show children how to count to support their communication, language and mathematical development. However, some opportunities are missed, during activities, for children to talk with adults to extend and challenge children's learning, in particular during child-initiated activities. This means that children do not always receive encouragement to reflect on what they already know and to consider new ideas related to their play.

Children's concept of mathematics is developing well. They are confident in using numbers in their play and staff encourage them to count throughout the day. For example, while singing, the children counted themselves in, 'one, two, three,' to start the activity. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences to practise their physical development including riding on sit on bikes and cars. Children are able to access the outdoor area freely throughout the session, and the development of the outdoor classroom, known as the cabin, effectively supports those who learn best outside.

Staff provide a welcoming and safe environment for all children. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well and are very kind, caring and supportive. This helps children to form secure attachments.

Partnerships with parents are positive. Parents report that they value the support and reassurance they receive from the pre-school and state that their children enjoy attending. Staff talk to parents on a daily basis, giving advice and guidance where necessary, such as helping parents to understand the next steps for learning their children will make. The pre-school works in close partnership with the foundation stage unit and primary school to provide a wide range of support with families. Children visit the school before starting, join in with events, such as whole school assemblies, and teachers visit the pre-school in the summer term. This means that children are given the opportunity to become familiar with the school environment. There is a range of professional expertise on site to support families, such as those children with special educational needs and/or disabilities.

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

Staff provide a welcoming and safe environment for all the children. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well and are very kind, caring and

supportive. This helps children to form secure attachments. Parents comment that they are able to build positive relationships with key persons and appreciate the support they receive.

Children behave well. Staff provide clear guidance about what is acceptable behaviour. For example, children are reminded not to run inside as, 'you could fall over and hurt yourself.' Children enjoy each other's company, play cooperatively and show great care of each other. They are confident in exploring their surroundings and enjoy the outdoor space. The pre-school promotes children's awareness of healthy lifestyles. Children bring their own packed lunches, or eat prepared school lunches served in the school hall. Staff talk to children about good hygiene practices throughout daily routines, and this helps increase children's awareness of what to do and why. Children develop good independence through being encouraged to have a go at doing things for themselves. At snack and lunch time they are encouraged to feed themselves, to drink from open cups and pour their milk. Consequently, this encourages their development of self-confidence and their personal independence skills. Older children are able to attend to their own toileting needs, and use the bathroom when they need to use it. Children are encouraged to dress independently when changing to play in the outside area. This helps them to achieve the skills they will need to prepare for their next steps for learning.

Children's safety is a high priority. Staff undertake written risk assessments so children can take supervised risks in safe surroundings and go on outings including visits to the motor museum. The good organisation of the environment and resources aids children's independence. Staff provide a wide range of toys, stored in units at a low level, which children can safely access for themselves. Staff protect children well with robust security arrangements. The management team have strong links with other agencies and professionals who provide support with their specialist knowledge and skills. This supports the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well.

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

The pre-school manager effectively oversees the delivery of the educational programmes and monitors staff's teaching practice. For example, there are daily discussions to review the planning and routines. This ensures staff deployment is effective so that they can meet the individual needs of the children, and keep them safe at all times. Staff meetings mean that the management monitor children's development and progress, and discuss any identified gaps in children's achievements. This means that staff plan effectively for all children and provide additional support to ensure any gaps in children's learning are narrowing.

The leadership and management team demonstrate that they reflect on their practice. They have a clear awareness of the strengths within the pre-school and areas to improve. Staff, parents and the management committee contribute to the identification of ongoing priorities to drive improvement. This helps to ensure that the service is continually

developing to improve outcomes for children.

Staff have all attended training in safeguarding and they fully understand the pre-school's safeguarding policy and procedures. They can describe changes in children's behaviour that may cause concern, and know where to report these to. The staff also attend training in first aid and the majority hold valid first-aid certificates. As a result, three of the four staff employed in the pre-school can deal with accidents and other emergencies, quickly and efficiently. The premises are safe and secure with effective safety procedures in place that staff follow. This ensures a safe environment for the children to play and learn in. Leadership and management follow safer recruitment procedures ensuring that relevant checks are completed. This helps check the suitability of the staff working with the children. Induction is thorough, leadership and management provide time to discuss and encourage staff's professional development, which enhances their practice.

Staff maintain good partnerships with parents. In addition to regularly seeking parents' views, staff provide a good level of information about the pre-school. They do this through discussion, questionnaires, 'Meet and Greet' meetings, a website and an open-door policy. Staff also maintain strong partnerships with the local school in the same setting, as well as other relevant external agencies. These close partnerships help to ensure continuity in each child's 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	EY293057
Local authority	Oxfordshire
Inspection number	833850
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	15
Number of children on roll	18
Name of provider	Kirtlington Pre School Committee
Date of previous inspection	07/07/2011
Telephone number	01869 350210

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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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