

# Southmoor Pre-School

John Blandy Primary School, Laurel Drive, Southmoor, ABINGDON, Oxfordshire, OX13 5DJ

<b>Inspection date</b>	09/12/2014
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 level of teaching is inspirational. This helps children to make excellent progress in all areas.
- The staff use highly successful strategies to engage all parents in their children's learning in the setting and at home.
- The highly effective key person system makes a significant contribution towards children forming secure and emotional attachments.
- Staff have excellent links with the onsite school and reception teacher. As a result, children are exceptionally well prepared for school.
- The manager implements a highly effective self-evaluation system. This helps to identify the strengths of the provision and further areas to improve.

## 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 children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

## Inspector

Helen Porter

## Full report

### Information about the setting

Southmoor Pre-School opened in 1968 and is managed by a voluntary committee. It moved to new premises in 2011 within the grounds of John Blandy Primary School in Southmoor, near Abingdon. The pre-school operates from purpose-built accommodation within the children's centre. It has access to an outdoor play space. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is currently caring for 26 children on roll. It receives funding for the provision of free early education for children aged two, three and four. The pre-school is open on weekdays during school term times from 8.45am until 2.45pm. It has links in place with the school and children's centre. There are four staff, all of whom hold relevant childcare qualifications. The manager has Early Years Professional Status.

### What the setting needs to do to improve further

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

- enhance the opportunities for children to develop mathematical concepts, with particular regard to measures and shapes, in the outdoor environment.

### Inspection judgements

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

The level of teaching is inspirational. Staff use limitless opportunities to extend children's learning. For example, when children access a globe, staff enthusiastically show children where other places are around the world. Staff talked to the children about the island that we live on and showed them other countries. They asked children where their parents are from, and pointed to those places on the globe. They talked about the differences and similarities between these countries, such as the types of weather. Staff plan exciting opportunities for children to discover and begin to understand the world. For example, they place sea life, such as whales, in blue-coloured water, to extend children's learning about things that live underwater. They hide animals such as polar bears in pretend snow, so children can discover animals that live on ice. Staff extend their learning even further by talking to the children about what makes snow and ice melt.

Staff implement highly effective systems to help children to begin to recognise, and practise forming, familiar letters. For example, at snack time, children find their name cards and place them on boards to show that they have had their snack. They go outside to play and access paintbrushes and water, and draw the first letters in their names. Staff provide a very good range of resources for children to use mathematics during their indoor play. They encourage children to count as they change their daily calendar. Children begin to understand measures as staff provide weighing scales and objects, to

compare their weight. However, there are fewer chances for children to build on mathematical concepts, particularly shapes and measures, when playing outside. Staff use every opportunity to help to develop children's communication and language skills. For example, during story times, they leave gaps in the sentences so children can guess what happens next. They consistently narrate children's play, to help to introduce new vocabulary and encourage children to speak and listen. Children choose to share toys from home with the group. Staff ask thought-provoking questions to encourage children to respond with their own answers, as they talk to the group.

Staff complete precise and sharply-focused planning, observations and assessments on children. They have high expectations of themselves and the children. Staff create a weekly planning sheet for each child, to help to extend their development towards the next steps in their learning. This helps them to identify any gaps in learning and to challenge children towards their next targets. For example, they create obstacle courses with steps and tyres, to physically challenge children. As a result, children make excellent progress in all areas of learning. The staff use highly successful strategies to engage all parents in their children's learning in the setting and at home. They invite parents to regular meetings to discuss children's progress and share information towards planning their next steps in learning. Parents state that this helps them to feel fully informed of what their children are working towards. Staff provide 'Home link sheets' and 'home activity books', which encourage parents to record achievements from home. In addition, staff invite parents to attend sessions. For example, parents do gardening sessions with the children on a regular basis. This all helps parents to be involved in their child's learning during their time at preschool.

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

The highly effective key person system makes a significant contribution towards children forming secure and emotional attachments. Staff know all of the children very well and this provides a strong base for children to develop their independence and the security to explore. Staff gather comprehensive knowledge on the children and their families when they join. This helps the staff to form starting points and plan to provide exciting, nurturing activities. This helps children to settle in well. Staff use their extensive knowledge to plan inspiring opportunities for children and their families. For example, some children have parents who work in the armed forces, so staff provide children with chances to draw and write notes to their parents on free airmail letters, known as 'blueys'. Children post these to parents while they are working away from home. Staff provide additional resources, such as camouflage netting, uniforms, and books on the places where parents have been. This all helps to support children's emotional wellbeing while their parents are away.

Staff are extremely respectful to children and value their contributions. They display a 'Wow board' to celebrate children's kindness and helpfulness. On this, staff mention, for example, children who have 'helped to tidy up someone else's bowl', been 'kind by holding the gate for others', and children being 'polite to each other'. Staff use fully-embedded systems to remind children of changes to the routines. For example, when staff ring a bell,

children stop what they are doing to listen to the staff. Staff and children use hand signals when they revisit the class rules before group time. Children help staff to tidy up the resources before their group time. Staff praise younger children for sitting well at group times; they give them special jobs such as changing the numbers on advent calendars to reward them. This all helps to promote positive behaviour and praises children when they are kind to each other. As a result of all of this, children's behaviour is exceptional.

Staff provide a highly-stimulating environment, with an unlimited amount of choice for children, which encourages them to access resources and activities that help them practise their skills. They share resources with the onsite school and children's centre, which helps them to provide even more variety to extend children's learning. Staff make excellent use of resources, such as traffic lights outside, to teach children how to keep safe. For example, as children drove around the garden in cars and on scooters, staff encouraged them to check the traffic lights during their play. When the lights went red children stopped. When the lights went green, staff asked the children what it meant. Children shouted 'go' and they started to drive off in their cars and on scooters. Staff enhance children's understanding of safety by explaining hazards clearly to them. For example, when children splash in the water tray, staff remind them not to get water on the floor as it will make it very slippery.

Staff have an excellent attitude towards promoting children's healthy lifestyles. They make great use of heated curtains to allow free access to the outside area in all weathers. This provides children with excellent opportunities for fresh air and exercise. A rolling snack time helps children to develop an awareness of their bodily needs, while letting them play uninterrupted. Staff provide fresh water so that children can help themselves when they are thirsty. They also offer milk during snack times. Staff give new parents guidelines about healthy eating which offer healthy suggestions for daily lunch boxes. Staff teach children to blow their noses and wash their own hands; this helps children to develop independence and good hygiene practice.

Staff have exceptional links with the onsite school and reception teacher. They make regular visits to the school to share children's progress before the move up. The preschool staff and children meet with the reception class and teacher on regular occasions. For example, the preschool children go to watch the reception class's dress rehearsal for their Christmas nativity play. Staff make books for children who move up, with pictures of their new teachers and areas of the school. When children move on to other settings, staff share detailed information on children's progress with new carers or teachers. As a result of all of this, children are exceptionally well prepared for school.

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

The management team and staff together are a highly qualified and experienced team. The manager carries out regular supervision meetings with the staff to monitor their performance. She uses these meetings to monitor the educational programme, which helps to quickly identify and support any gaps in children's learning. She also identifies

areas for training and extra support needed for the staff. For example, she ensures that staff have safeguarding refresher training, before the expiry date of their last course. Staff attend local courses to provide them with up-to-date training and new ideas, such as about new ways to implement sensory-play experiences for children. The manager invites staff to share and implement new ideas from their courses. For example, staff plan a 'Loose parts' activity: they place a variety of tools and resources, such as brushes and items with different textures, randomly around the room, for children to discover.

The manager and staff have a sound understanding of the safeguarding and welfare requirements of the Early Year's Foundation Stage. They adhere to all policies and procedures, which helps to make sure that they keep children safe. For example, they complete daily health and safety checks on the environment. Managers implement robust recruitment and induction procedures, to help to make sure that those working with the children are suitable to do so. Staff receive the relevant training on safeguarding. They confidently state the signs that would cause them concerns about a child's welfare. They are clear on whom to contact to seek further advice and support.

The manager implements a highly effective self-evaluation system. She invites the views and suggestions from staff, parents, and other professionals. This helps her to identify the strengths of the provisions and areas to improve. Her high standards and drive for continual improvement means that she consistently plans towards future developments. For example, she has improved the access to the garden by paving the immediate area outside, so that children can play under the cover in all weathers. She is now planning to introduce more literacy opportunities outdoors.

Staff foster partnerships with others extremely well, to meet the needs of the children and their families. If children need additional support, the staff draw on their excellent links with other professionals, such as health visitors from the onsite children's centre. Staff seek the views of parents, through feedback books left in the entrance hall and by regular parent questionnaires. Parents' comments are extremely positive. They state, for example, that: 'Staff's dedication and perseverance has made a difference to (my child's) experience. It will enable them to move on with increased confidence and skills'. During discussions, parents state that staff are 'very approachable' and keep them fully informed of their progress. They say that the facilities are 'brilliant' and that the preschool staff are 'amazing'.

### 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

<b>Unique reference number</b>	EY426096
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	823218
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Southmoor Preschool Committee
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	07704 311 350

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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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