

# Wootton & Dry Sandford Pre-School

Community Centre, 1 Besselsleigh Road, Wootton, Abingdon, Oxfordshire, OX13 6DN

<b>Inspection date</b>	10/12/2014
Previous inspection date	15/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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 have created a welcoming and friendly environment. They have a calm and gentle approach, which supports children to feel secure.
- The pre-school is well resourced, with toys and activities presented to a very high standard. This encourages children to be active and inquisitive learners.
- There is a strong emphasis on mathematics, with staff utilising every opportunity to get children to count, measure, understand shape and solve problems.
- Children with special educational needs and/or disabilities make good progress due to strong teaching and the close links with other agencies.

### It is not yet outstanding because

- Occasionally staff address behaviour inconsistently, meaning children do not always receive fully clear messages about behavioural expectations.
- The outdoor learning environment does not include numbers, letters or signs to help children understand that print has context in different environments.

## 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 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 into account 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

Wootton & Dry Sandford Pre-school opened in 1965 and has been registered since 1993. It is committee run and operates from the Community Centre in the village of Wootton, near Abingdon, Oxfordshire. The pre-school has use of a hall, kitchen and a secure outside area. It serves families from the local community and surrounding villages. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll in the early years age. The pre-school is able to support children with special educational needs and/or disabilities and those for whom English is an additional language. The pre-school opens four days a week from Monday to Friday from 9:15am until 12 noon. A lunch club operates from 12 noon until 1 pm and an additional afternoon session runs on Wednesdays until 2:45pm. The pre-school is open during school term times only. It is in receipt of funding for the provision of early education for children aged two, three and four. Children attend for a variety of sessions. The pre-school employs four staff, of whom three hold recognised 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:

- introduce opportunities for children to see letters and words within the outdoor environment, to further support their understanding that print carries meaning
- develop a more consistent approach to behaviour management, to help children develop a clearer understanding of behavioural expectations.

### Inspection judgements

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

Overall, the quality of teaching is good. The pre-school provides an interesting range of activities and experiences for children, who make good progress in their learning and development. Staff encourage children to explore their environment freely, supporting them to become confident and independent learners. As an example, children use the slope in the garden to become giants, rolling trucks down the hill and scaring imaginary people. They play nicely together, sharing experiences and developing friendships. Children have a good balance of free play and adult led activities throughout each session. This ensures they have time to pursue their own interests, as well as having their specific learning needs met. Staff have a well-developed understanding of how children learn. For example, group sessions are short, well-paced and involve all children, ensuring they can concentrate and remain engaged.

Staff are positive role models for children. They speak to them in a calm manner, which fosters respect. Children in turn, reflect this when speaking to each other. The environment is relaxed, welcoming and supports children to settle quickly. Staff assist children's developing language well by modelling clear and well-developed sentences. They also ensure they place themselves at children's height, which encourages eye contact.

There is a strong focus on mathematical play in the pre-school. This is in response to staff accurately assessing children's progress in this area and identify a need to target additional support. This demonstrates staff are responsive to the individual needs of children. They take every opportunity to engage children in counting, recognising shapes and solving problems. For example, children count how many of them are present during the register time. They then match this number to the digits displayed around the carpet area. The constant identification of number and quantity in everyday play, helps children to develop a solid understanding of mathematical concepts.

Staff regularly observe children as they play and make good assessments about their progress. Clearly identified next learning steps for each child ensures they receive individualised support. Staff share assessment information, such as the required progress check for two-year-old children, with parents. This helps them to understand the progress their child is making, and to support learning at home. Parents also contribute information about children's learning at home by posting notes on a special board, which celebrate children's achievements. This close relationship between parents and the staff effectively supports children's progress.

One staff member takes lead responsibility for coordinating the care and education for children with special educational needs and/or disabilities. She effectively works with parents and other professionals to ensure children's needs are met. Children who speak English as an additional language are well supported. Children develop an understanding of diversity through the large range of resources which celebrate different cultural representations, and by viewing the bi-lingual displays on the walls.

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

Children and their families receive a warm welcome into the calm, nurturing environment. Children are happy, settled and form secure attachments to staff who know them well. An effective key person system allows families and children to develop good relationships and secure attachments. Children have a good understanding of the routines of the day and move from free play to group sessions well. This structure allows them to develop security in understanding routines, which in turn supports them to prepare for their future move to school. Children are confident and demonstrate good self-esteem, happily chatting to visitors and sharing their ideas. Children generally behave well. However, when they do run inside, argue over toys, or are restless on the carpet, they receive different levels of support from staff. This inconsistent approach makes it difficult for children to fully understand behavioural expectations.

The indoor learning environment is stimulating and encourages children to be inquisitive and active learners. For example, staff placed water in unusually shaped containers with spoons, glitter and bubbles. There were enough containers provided to ensure all children could play together and children delighted in exploring the shiny bubbles and pouring and measuring water. Outdoors, children have access to a wide range of toys that support their physical development, such as trikes, balls and hoops. Using spades and buckets allows them to develop strength and control as they dig in the sand pit. The children have opportunities to read books and draw outdoors, however there are no examples of letters, numbers, words or signs in the garden. This does not enable children to recognise that print carries meaning in a range of different environments.

Children learn to use the toilet independently and know to wash their hands. They develop an understanding of the importance of healthy eating, enjoying nutritious snacks, such as mixed fruit, bread sticks, milk and water. Eating around the table is a social occasion and staff use this opportunity to encourage good manners. Children develop independence as they help set up the table with plates and cups, and freely access drinks. Staff demonstrate good hygiene practices as they use antibacterial spray to disinfect surfaces when preparing food. Staff are vigilant and ensure children are appropriately supervised at all times, which keeps them safe. An effective entry system to the building supports safety and ensures unfamiliar people are identified and sign the visitor's book before gaining entry.

Children have good opportunities to explore environments wider than the pre-school. For example, the qualified forest school leader regularly takes children to the wooded area at the bottom of the local field. This supports children's developing awareness of the world around them, and allows them to engage with nature and the living world. They also have opportunities to develop an understanding of risk and keeping themselves safe. Children enjoy regular outings to the shops to buy fruit for the snack table. This supports them to develop an awareness of money and trade.

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

The manager and the staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. The manager takes a lead role in developing child protection policies and practices throughout the pre-school. She has completed appropriate training to support her in this role. Staff are confident in their knowledge of child protection issues. They understand what action to take if they develop concerns about the welfare of a child in their care. Appropriate policies and procedures underpin safety practices, helping to ensure the premises are safe for children. For example, visitors and parents are reminded they are not to use mobile phones in the pre-school. Staff are also aware of what to do if there are any allegations made about themselves or a colleague.

The manager has a good understanding of her duty to promote children's learning and

development. There are effective processes to monitor children's progress and the effectiveness of the educational programmes. For example, staff have recently identified the need to place greater emphasis on mathematics and have taken prompt and effective action to address this.

Procedures for recruitment, and to ensure the suitability of existing staff, are robust. All staff are fully vetted, and references and qualifications checked. Induction processes for new staff and volunteers are thorough. As a result, new staff quickly develop confidence in their roles and understand their responsibilities. Staff are supported and monitored through regular supervisions and appraisals. This process helps to identify training needs and staff receive encouragement to pursue training that supports their skills and develops their interests. For example, one staff member is now a fully qualified forest school leader. This has supported the development of exciting and challenging learning opportunities for the children. Weekly staff meetings contribute to supporting continual staff development.

Leadership and management of the pre-school is strong. Staff work effectively together providing a service that meets the needs of the local community. The manager and committee regularly review their provision and engage in self-reflection. This results in setting clear and achievable targets, which ensure the pre-school is continually improving. Good progress has been made since their last inspection with all areas thoroughly addressed. Staff work successfully with a broad range of professionals who support them to meet children's individual needs, such as the local authority.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	133413
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	840977
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Wootton/Dry Sandford Pre-School Playgroup Association Committee
<b>Date of previous inspection</b>	15/06/2011
<b>Telephone number</b>	07811 028988

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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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