

Chipping Norton Pre-School

Chipping Norton Pre School, Burford Road, CHIPPING NORTON, Oxfordshire, OX7 5DZ

Inspection date	07/01/2015
Previous inspection date	22/10/2010

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

- Children are effectively supported to develop strong relationships with their key persons, who knows them well.
- The leadership and management have effective systems to reflect and monitor practice. Staff, parents and children contribute to identifying the ongoing priorities to drive improvement.
- The outdoor area is well resourced with a good range of equipment and activities to promote all areas of learning.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn.

It is not yet outstanding because

- Occasionally, when responding to the needs to some children during activities, staff are unable to give as much attention to other children. This means that, at times, some children do not fully benefit from the high quality adult interaction.

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 gained the views of parents spoken to on the day.
- The inspector observed and spoke to staff and children inside and in the outdoor area.
- The inspector sampled documentation, including children's development records, safeguarding and confidentiality policies.
- The inspector met with management to discuss recruitment and safeguarding procedures.

Inspector

Amanda Perkin

Full report

Information about the setting

Chipping Norton Pre-School has been registered for over 30 years. It is managed by a committee made up of parents of children at the pre-school and members of the local community. The pre-school operates from its own building in the grounds of Chipping Norton Secondary School, in Chipping Norton, in Oxfordshire. The children have use of a main room, a smaller bay area/cloak room, a kitchen and a quiet room. There is a large, fully-fenced outside area with paving, trees, balancing beams, climbing frame, playhouse, shed and a sensory garden. The pre-school is open on weekdays, during term time, from 8.30am to 3.30pm. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The pre-school employs a manager, a deputy and six part-time members of staff, all of whom hold appropriate early years qualifications. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. It receives funding for the provision of free early education for children aged two, 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:

- strengthen arrangements to help children tolerate delay, when their needs are not immediately met, so that all children benefit from learning opportunities.

Inspection judgements

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

The quality of teaching is good. The staff deploy themselves effectively to help and encourage children to develop and learn. Staff observe and consider the children's intentions. They interact well to help them manage what they set out to do and to extend their learning. Staff skilfully support all children, including those with special educational needs and/or disabilities. They work closely with parents and other professionals to ensure a consistent approach to meeting children's needs, to help them make good progress. Staff provide a good range of resources, activities and equipment. They organise and present the environment well, to engage children's interests. Overall, staff support children well during activities. However, on occasion, they focus attention on children who want prompt one-to-one attention rather than encouraging them to begin to develop patience appropriate for their age. This impacts slightly on the other children as, at these times, they do not benefit from adult interaction to strengthen their learning opportunities.

The staff assess children's progress based on their skills and abilities, and use this to plan for children's next stages of learning. Children make good progress in their learning and they are acquiring the skills they need to prepare them for school.

Staff build up the children's vocabularies as they play, introducing new words that reflect their experiences. Children enjoy listening to stories and taking part in group activities, which support their speaking and listening skills well. Staff also sing nursery rhymes, and songs with actions, which encourages children to explore language while having fun. For example, children break out into song when a tune from a popular animated film is played. Strong teaching helps children talk about their familiar world, for example, the local town.

Staff provide a range of activities in the well-resourced outdoor area, which are used throughout the session. Children develop their physical skills by riding on the sit-on bicycles and tricycles, and by climbing and jumping on the play equipment and the grass mound. Staff extend opportunities for children to practise early writing skills outdoors. In addition, children make models with construction equipment outside, or explore using their imagination in the mud kitchen. Staff teach children about the world around them as they plant and grow vegetables and bulbs in the sensory garden or go on an insect hunt. Consequently, children who learn best outside have good opportunities to do so.

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. Staff 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 that they appreciate the support they receive. This helps to ensure that every child's individual needs are met.

Staff provide clear guidance about what is acceptable behaviour. Children meet staff's high expectations of behaviour and disputes are rare. They are learning to play together cooperatively. For example, in the role-play area they engage in pretend play together and share resources. Children are confident in exploring their surroundings and enjoy the outdoor space. The pre-school promotes children's awareness of healthy lifestyles. 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 time, they are encouraged to feed themselves, to drink from open cups and pour their milk or water. This builds their self-confidence. Older children attend to their own toileting needs and use the bathroom when they need to. Staff encourage children to dress independently when changing to play in the outside area. This helps children to achieve the skills they will need to be ready for the next steps in their learning.

Children's safety is a high priority. Staff undertake written risk assessments so children can take supervised risks in safe surroundings. Staff provide a wide range of toys, stored in units at a low level, which children safely access. Staff protect children well with robust security arrangements. The management team has strong links with other agencies and professionals who provide support with their specialist knowledge and skills. This enables

staff to successfully include children with 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 the staff's teaching practice. For example, there are regular 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. Regular staff meetings mean that the management monitors children's development and progress, as well as discussing any identified gaps in children's achievements. This allows staff to plan effectively for all children and provide additional support to ensure any gaps in children's learning are narrowing.

The leadership and management team fully understand their responsibilities to meet safeguarding and welfare requirements. They work closely with the staff team to provide a safe and secure environment for children. Staff fully understand the procedures to implement to protect children. Some have completed additional child protection training, and all staff demonstrate a secure knowledge and understanding of the pre-school's safeguarding policies. All staff attend training in first aid to enable them to deal with accidents and other emergencies quickly and efficiently.

Robust recruitment procedures are followed to help ensure all staff are suitable. Good induction systems enable new staff to become familiar with their roles and responsibilities. The manager completes staff appraisals annually to identify any training needs and to celebrate achievement. The staff team demonstrates a strong commitment to maintaining continuous improvement. Recommendations from the previous report have been addressed and self-evaluation is accurate, and includes the views of the parents and the children. Staff receive good support in their professional development, which enhances their practice.

Staff have excellent links with the schools in the same town. As a result, children become familiar with the school environment and enjoy visits from the reception teachers. Management and staff have developed strong partnerships with parents. They involve parents fully in their children's learning by keeping them well informed of their progress and next steps for learning. Newsletters, notice boards and the pre-school's website, keep parents up to date with events and planned changes. Parents also welcome the daily informal discussions with the approachable staff.

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

Unique reference number	133470
Local authority	Oxfordshire
Inspection number	840980
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	26
Number of children on roll	50
Name of provider	Chipping Norton Pre-School Committee
Date of previous inspection	22/10/2010
Telephone number	01608 643376

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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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Piccadilly Gate
Store St
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M1 2WD

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