

Hanney Pre-School

St James C of E Primary School, The Causeway, East Hanney, WANTAGE, Oxfordshire, OX12 0JN

Inspection date

09/01/2015

Previous inspection date

13/07/2009

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

- The quality of teaching is good. Staff plan sessions that meet the needs and interests of the children. As a result, they make good progress in their learning and development.
- Children are encouraged to take responsibilities around the pre-school and they demonstrate high levels of independence.
- Robust safeguarding procedures and general site security means children are safe as they play and learn.
- Experienced and qualified staff work very well together and create a happy and friendly environment for children. As a result, children are emotionally secure and develop good social skills.

It is not yet outstanding because

- Opportunities for children to see print, and to practise their drawing and writing, in the garden, are not as well developed as they are indoors.

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 free play and in group times, 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

Hanney Pre-School opened over 30 years ago and is managed by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is located in the grounds of St James Church of England School, East Hanney. The children have use of a portable building and an enclosed outdoor play area that is shared with the Reception class. The pre-school also has access to the school field, nature reserve and sensory garden. The playgroup opens on weekdays, term time only, from 9am until 2pm. There are currently 24 children on roll. The pre-school supports children with learning difficulties and/or disabilities, and those who speak English is an additional language. Four staff are employed at the pre-school, all of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their literacy skills further in the outdoor environment.

Inspection judgements

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

Children make good progress in this friendly and welcoming pre-school. Staff provide exciting and stimulating activities that reflects children's interests. For example, children learn about space through a variety of freely chosen and adult-led activities that centre on this theme. Staff accurately monitor children's progress by observing them at play, and use this information to ensure gaps in their learning are identified and addressed. Parents are fully informed about their child's learning through termly reports, including the progress check for two-year-old children. Parents play an active role in supporting their child's learning at home. This is supported by clear feedback from staff about children's next steps in learning and by accessing information leaflets that detail ideas they can try.

Staff are skilled at introducing learning into children's free play. For example, staff develop children's understanding of the sounds that letters make (phonics) as they draw and colour, asking them what sounds they can hear in the name of the item they are drawing. Staff support children's developing language skills through the use of open-ended questioning and engaging children in conversation. Children's mathematical understanding is enhanced as adults count objects in the room, and through asking questions such as, 'How many more cups do we need?'

Children have good opportunities to develop their physical abilities. They improve coordination as they climb, balance and run outside. This extends their physical capabilities and they begin to take measured risks. Children enjoy building areas for their imaginative play and move objects, such as foam bricks, to support their ideas. The newly installed outdoor classroom allows children to access the outdoor area in all weathers, and the mud kitchen encourages children to develop imaginative play.

One staff member takes responsibility for coordinating the care of children with special educational needs and/or disabilities. She fully understands her responsibilities and works effectively with parents and other professionals, such as speech therapists, to meet children's needs. There are also effective strategies to support children who speak English as an additional language.

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

Exceptionally good key-person arrangements very effectively promote children's emotional well-being. The highly experienced staff work very well together and create a happy and friendly environment for children. The daily routine helps children understanding the expectations of the day. For example, children leap to life as the tidy-up music plays, and they know they are all responsible for helping to put their toys away. The familiar routine, and clear boundaries reinforced by staff, supports children to feel secure. As a result, their behaviour is excellent, and their social and emotional development is enhanced.

Children demonstrate high levels of independence. They actively contribute to the day-to-day running of the pre-school. For example, they help prepare for snack time by cutting fruit, wiping down tables and handing out plates and cups. Children learn about healthy lifestyles as they eat mixed fruit and drink milk and water. They demonstrate a good understanding of why they need to wash their hands before eating, and do this independently. Snack and lunch times are a social occasion and children enjoy sharing jokes with the staff, supporting their speaking and listening skills, and learning good manners and social skills.

Children play with an impressive range of resources, which are available to them to reach independently. They confidently transport toys to the areas where they want to play. Staff have organised the small space to create interesting areas, which effectively engage children's interests. For example, children make a small-world area out of rockets and toy people and develop their imaginations as they explore outer space. Children have good opportunities to read, draw and write indoors, but there are fewer opportunities for them to do this in the garden where they may prefer to learn and develop their literacy skills.

The pre-school enjoys close working relationships with the school. Regular story times and activities, such as cooking, allow children to spend time with their teacher, and develop confidence as they prepare to move up to school.

The effectiveness of the leadership and management of the early years

provision

The manager has a very clear understanding of her responsibility to promote children's learning and development. There are effective processes in place to monitor the educational provision. Regular meetings to discuss children's progress ensure staff work as a close team. All staff contribute to the pre-school self-evaluation and they demonstrate good reflective practices.

Safeguarding and security is a priority for staff. All staff are appropriately trained in safeguarding and know the procedures to follow if they are concerned about a child in their care. Robust recruitment procedures ensure staff are vetted before they begin in the pre-school. Regular appraisals and a peer mentoring system support staff to be reflective of their practice. Staff attend regular training to ensure their knowledge of early years is current. Risk assessments ensure the resources and activities are suitable for children. Additional security, such as a coded entry system on the garden gate and front door, ensures the premises are safe.

Parents speak very highly of the pre-school and say they are 'amazed' at the opportunities children have. They are particularly impressed with the high quality of phonics learning and the creative and exciting plays children perform for parents. They feel communication with staff is detailed and supportive. The pre-school has good links with a range of external agencies, such as speech therapists, the local authority and other settings children attend. This supports children to make good progress as their specific needs are met well.

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	135003
Local authority	Oxfordshire
Inspection number	841088
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	24
Name of provider	Hanney Pre-School Committee
Date of previous inspection	13/07/2009
Telephone number	01235223349 07759181330

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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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