

# Hanborough Pre-School

Playing Field Pavilion, Roosevelt Road, Long Hanborough, Witney, Oxfordshire, OX29 8JG

<b>Inspection date</b>	14/01/2015
Previous inspection date	24/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 demonstrate that they feel secure and settled in the pre-school, and have positive relationships with staff.
- Staff use observations of children to accurately assess their progress and effectively plan for the next steps in their learning.
- Children enjoy outdoor activities that promote their physical development and help them to explore the natural environment.
- Regular staff training ensures that they are knowledgeable about safeguarding policy and procedures, which helps keep children safe.
- There is a strong partnership with parents, which means that parents are very aware of their children's progress and how they can further support their learning at home.

### It is not yet outstanding because

- Staff do not always make the most of opportunities that present themselves, and of resources, to extend children's awareness of diversity, particularly those reflecting the cultural identities of all children attending.

## 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 checked evidence of suitability, self-evaluation processes and documents that support the daily operation of pre-school.
- The inspector gained the views of parents spoken to on the day of the inspection.
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector made a number of observations of activities.
- The inspector held a number of conversations with children and staff, and had discussions with the manager.

## Inspector

Amanda Perkin

## Full report

### Information about the setting

Hanborough Pre-School is a voluntary group, managed by a committee of parents and carers. The pre-school has been registered for over 40 years and is located in the Pavilion, in the village of Long Hanborough, in Oxfordshire. The pre-school operates from the main hall and a small side room, there are also toilet facilities. Children have access to an enclosed outside play space. The pre-school has use of the adjacent playground and wooded areas. The children attend from the village and the nearby rural communities. Hanborough Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the provision of free early education for children aged two, three and four. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school is open on weekdays, during term time, from 8.45am to 3.15pm, with the exception of Fridays, when the setting finishes at 11.45am. Children attend for a variety of sessions. There are five staff employed to work with the children, and of these three have 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:

- make greater use of opportunities during children's play and activities to help them to know about some of the things that make them unique, and to recognise the similarities and differences in their cultural identity.

### Inspection judgements

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

Children progress well in all areas of learning, taking into account their starting points and patterns of attendance. They settle quickly in the calm atmosphere of the group and are eager to come in and choose an activity. Children enjoy the wide range of stimulating, quality resources set out in areas around the hall, and these are easily accessible to them. During play times, staff move around the room, being attentive to children's needs and joining in their play. As a result, children receive good support from staff who give them space to explore resources, while understanding when they will benefit from closer attention.

Each day staff observe and evaluate individual children's activities to effectively plan for their future learning across all areas of learning. Staff make good use of planned and spontaneous small group activities to foster children's learning. For example, children engage well in focused games to develop their listening and language skills, including acting out words when describing opposite words, such as, 'heavy' and 'light'. While

painting, children receive good encouragement to practice their early writing skills and to talk about the colours they mix.

Children learn to value differences and join in with celebrations from their own and other cultures, as they learn about different cultural festival and celebrations. Parents are encouraged to be involved in many ways. For example, they attend the annual fund raising event, The Pre-School Burns Night and Ceilidh. However, there are fewer resources and activities available to the children, which promote an awareness of the different cultural backgrounds of the children attending, as well as the diversity of their community and the wider world.

Children delight in using the variety of outdoor resources to extend their creative skills. Staff extend opportunities for children to practise their early writing skills, or explore using their imagination in the 'mud kitchen'. Children cooperate to use their imagination well. For example, they act out different roles in the literacy house and create different scenes in the fairy garden with a wide variety of figures. In addition, staff teach children about the world around them, as they plant and grow vegetables in the pre-school allotment. Children benefit greatly from sessions held twice a week to the Forest School. They explore the environment, discover the natural world, make dens and drink hot chocolate. 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**

All children feel very safe and secure at the pre-school as they have strong bonds with staff, and particularly their key persons. They learn to keep safe, for example carefully using scissors or practicing practising fire drills. Children demonstrate a very good understanding about healthy lifestyles. They know which foods are good for them and pre-school provides a suggestion of healthy snacks to eat, which is sent home and displayed on the notice board. The children enjoy growing their own produce on the pre-school allotment and this encourages them to taste new foods, and learn about the natural world. They benefit from playing outside everydayevery day, including visits to a large playing field, a nearby play park and the local woods. This, providising the children with plenty of space to run and safely use a variety of large equipment to extend their physical development. Children willingly adopt healthy lifestyles as they develop competent personal hygiene 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. They are developing independent skills that prepare them well for their future learning and school. For example, they wash their hands before snacks and pour their own drinks of water or milk from small jugs. At snack time, they are encouraged to feed themselves, to drink from open cups and pour their milk or water. This all helps builds up their self-confidence and personal independence skills. Older children attend to their own toileting needs and independently use the bathroom when they need to use it. Staff encourage children to dress independently when changing to play in the outside area.

Children behave well as they are clear about the ground rules and respond well to the consistent, gentle encouragement of staff. For example, staff remind children throughout the day, 'walking feet inside, please'. The staff are positive role models and teach children the skills to get along. Children confidently resolve most disputes by themselves and the pre-school uses visual aids, such as large sand timers, to encourage children to share resources when necessary.

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

The pre-school management team are highly effective and eager to improve. The pre-school manager effectively oversees the delivery of the educational programmes and monitors the staff's teaching practice. For example, there are daily discussions, to review the planning and routines, in addition to the weekly staff meetings. Staff focus on the needs of each child, who is assigned a key person, who get to know them and their family well. They lead the monitoring and assessment of the child and liaise closely with parents and others involved in the child's care. This means that staff plan effectively for all children and provide additional support to ensure any gaps in children's learning are narrowing.

Staff make children's safety a priority. 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. Regular and effective risk assessments are used effectively to identify and minimise hazards to children. Staff fully understand the procedures to implement to protect children. All staff have child protection training, and all staff demonstrate a secure knowledge and understanding of the setting's safeguarding policies. Staff complete 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. Children are never left alone with unchecked adults. The manager completes staff appraisals annually to identify any training needs and emails policies and amendments to each member of the team. The staff team demonstrates a strong commitment to maintaining continuous improvement. Recommendations from the previous report inspection have been addressed. For example, and self-evaluation processes is accurately identify the strengths and areas for improvement for the pre-school,, and includes the views of staff, parents, committee and the children. Staff receive good support in their professional development, which enhances their practice.

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. For example, all parents are emailed the pre-school's weekly planning and information evenings are held, on how to help parents support their children

at home. Staff also maintain strong partnerships with other relevant external agencies. The staff have excellent links with the local school, in the village. As a result, children become familiar with the school environment and enjoy visits from the reception teacher and visits take place between both settings. These close partnerships help to ensure continuity in each child's care and learning.

### **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>	134440
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	836402
<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>	23
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Hanborough Pre-school Committee
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01993 883178

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

