

Brize Norton Village Pre-School



Elderbank Hall, Station Road, Brize Norton, Carterton, Oxfordshire, OX18 3PS

Inspection date	19 January 2015
Previous inspection date	5 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children in the pre-school make good progress and enjoy the well-planned activities.
- Staff use their observations to effectively plan for children's next steps in learning and assess their progress accurately.
- Children are developing their skills to be independent as they pour their own drinks and help to prepare the sandwiches and fruit at snack time.
- Qualified and experienced staff act as mentors to those less qualified and provide effective role models. This has a positive impact on staff practice and the quality of the interaction to support children's learning throughout the pre-school.
- Children enjoy outdoor activities that promote their physical development and help them to explore the natural environment.
- Strong partnership between parents and the pre-school staff ensure that parents are well-informed about their child's development.
- The pre-school staff work well together, which means the organisation of the pre-school is effective. The staff provide a relaxed, safe, fun and homely environment where each child is respected and valued.

It is not yet outstanding because:

- At times, staff supervising children with English as an additional language, do not take opportunities to extend their language during free play.
- Children enjoy listening to stories and show an interest to books, but staff do not build on this by encouraging them to link sounds and letters to support their early reading.

What the setting needs to do to improve further

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

- make better use of free play experiences to introduce vocabulary and instigate conversation with children learning English as an additional language
- strengthen activities to prepare children for learning to read, by developing their knowledge of letter sounds and names.

Inspection activities

- The inspector observed, and spoke to. staff and children inside and in the outdoor area.
- The inspector held a meeting with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records and planning documentation. She also checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Perkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Monitoring and tracking of children's progress is good. Staff make regular observations of children's play and use these effectively to plan appropriate challenges to extend their learning. Overall, staff promote children's language well. Lively conversations can be heard throughout the pre-school and there is effective targeted support for children who speak English as an additional language. However, staff do not always take advantage of relaxing times during play to gently enhance children's English. All children develop a love of books, often choosing to look at them independently. Staff are skilled at sharing stories but do not routinely extend children's early reading by helping them to link the sounds and names of letters. Staff competently introduce mathematical ideas, such as cutting sandwiches in 'half' and 'quarters,' at snack.

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

Children form good relationships with the staff who care for them daily. This means children's individual needs are met well. Staff are good role models and effectively promote positive behaviour. For example, pre-school adopts, 'Happy rules,' which the children select and abide by. Children develop independence and self-confidence through having a go at doing things for themselves. For example, at snack they use tongs to serve themselves fruit. Children follow good hygiene routines. Older children are able to tend to their own toileting needs and staff encourage children to dress independently when changing to play outside. This helps children develop skills to prepare them for attending school. Seven of the eight staff, hold relevant first aid training. This means that staff can deal with accidents and other emergencies quickly and efficiently.

The effectiveness of the leadership and management of the early years provision is good

The leadership and management team have a good understanding of their responsibilities to implement The Early Years Foundation Stage requirements. Thorough self-evaluation of the provision identifies how the pre-school can improve further. For example, leaders plan to extend and expand the range of resources for two-year-old children. Robust recruitment procedures enable the management team to check that all staff are suitable to work with children. Safeguarding procedures are clear and well known by all staff. Management monitor staff closely, identifying any further training needs and supporting their professional development. Staff liaise well with other early years providers who share the care and education of children attending. Written progress reports and daily diaries are exchanged. This provides a good level of consistency and compliments children's learning experiences. The staff have excellent links with the local school, in the same village. Children become familiar with the school environment and enjoy visits from the reception teacher.

Setting details

Unique reference number	134449
Local authority	Oxfordshire
Inspection number	836405
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	41
Name of provider	Brize Norton Village Pre School Committee
Date of previous inspection	5 December 2011
Telephone number	07769617696

Brize Norton Pre-school registered in 1994. It is a registered charity and is managed by a voluntary committee of parents and individuals from the wider community. The premises consist of one main hall and a small second room with direct access to an enclosed outdoor play area. Children also regularly use an adjacent playing field, tennis court, play park and an allotment. The pre-school receives funding to provide early education for children aged two, three and four. The pre-school is open each weekday during term time from 9am until 12 noon. Children may stay for lunch, until 1pm on Monday to Wednesday. There are afternoon sessions on Monday, Tuesday and Wednesday between 12 noon and 3pm. Of the eight members of staff, seven hold appropriate early years qualifications.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

