

# Blewbury Pre-School

Church Road, Blewbury, Didcot, Oxfordshire, OX11 9PY



<b>Inspection date</b>	5 February 2015
Previous inspection date	2 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The pre-school has effective partnerships with parents, which helps to also support children's learning at home.
- Staff provide a stimulating learning environment with activities and opportunities that cover all areas of learning.
- The pre-school has close links with other settings in the area, such as, the school and a private nursery. They regularly share information about children that helps to promote continuity in their care and learning.
- The leadership team have developed good reflective practices. They have effectively identified areas for improvement to ensure the pre-school is continually improving.
- Safeguarding, safety and security is given upmost priority by the staff. Robust policies and procedures are implemented consistently to protect children's welfare and well-being.

### It is not yet outstanding because:

- Assessment information currently identifies individual children's progress and gaps in their learning. However, this information is not yet used to compare the progress made by different groups of children, to identify if there is any variation in their progress.
- Staff use a limited range of ways to support children's language development. An over reliance on questions that require only single word answer does not fully encourage children to expand their vocabulary and to speak in full sentences.

## What the setting needs to do to improve further

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

- further evaluate assessments on children to be able to reflect on whole group progress, such as more able children and other specific groups
- develop a wider range of teaching strategies to support children's language development, such as, using questions that encourage children to consider their responses, think through their actions and learn to solve problems.

### 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

## Inspection findings

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

Staff know the children well and take account of their interests when planning what they need to learn. Children enthusiastically take part in a large variety of activities and experiences, including the outdoor mud kitchen and the two role-play areas. Children have regular opportunities to develop their creativity, for example, through painting and drawing animals from their story of the week. The quality of teaching is consistently good. As a result, all children make good progress. Children develop coordination and agility in the garden, using the climbing frame and riding tricycles. Staff help children to develop problem solving skills as they roll balls down plastic guttering. They link them together in different ways to make the longest track. However, staff do not consistently use questioning techniques that enhance children's language development. For example, they do not always ask questions that encourage children to think before answering, and respond in sentences rather than one word.

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

Children are confident and assured in the pre-school. They have close and trusting relationship with the staff, which helps them feel secure. Staff effectively promote children's safety. All staff complete safeguarding training and know the procedures to follow if they have concerns for the welfare of children in their care. Children learn about healthy lifestyles as they grow vegetables in the garden. This helps them develop an understanding of healthy lifestyles. Parents benefit from regular opportunities to meet with their child's key person and discuss their child's progress. This allows them to support their learning at home. Children are prepared for the move up to school through regular visits. This is further supported as staff teach them to be independent in dressing and personal hygiene.

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

The manager has a good understanding of how to promote learning in the pre-school. Children's individual progress is tracked to identify gaps, which are quickly addressed. However, there are not yet systems in place to reflect and compare the progress of different groups of children. There are effective arrangements in place to monitor staff performance. Staff have regular meetings and attend training to promote consistent practice. Close links with other groups, such as the local school and a local nursery, support on-going staff development. Additional links with specialists, such as the hospital doctors and health visitors, ensures children with special educational needs and/or disabilities are well supported. The manager and staff make good use of audits and action plans to evaluate their practise, and have a good understanding of their strengths and areas to develop. This strong reflective practice ensures they are constantly improving.

## Setting details

<b>Unique reference number</b>	134507
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	841074
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Blewbury Pre-School Playgroup Committee
<b>Date of previous inspection</b>	2 February 2010
<b>Telephone number</b>	01235 851786

Blewbury Pre-school registered in 1971. It is run by a parent committee. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the old village school in Blewbury, Oxfordshire and serves the local and wider area. The setting is in receipt of funding for the provision of free early education for children aged two, three and four. The pre-school is open every weekday, during term time, from 9am to 12pm, and from 1pm to 3pm on Tuesday and Thursdays. Children can stay for the lunch club on Mondays, Wednesdays and Fridays. There are four members of staff, and all hold appropriate early years qualifications to level 3 or above.

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](http://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](mailto: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](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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

