

Ascott-under-Wychwood Pre-School



Tiddy Hall, Shipton Road, Ascott-under-Wychwood, CHIPPING NORTON,
Oxfordshire, OX7 6AG

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| Inspection date | 24 February 2015 |
| Previous inspection date | 7 June 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

- Staff provide a wide variety of activities and resources that promote children's literacy development. For example, children match the letters in their names as they add their labels to the self-registration board. As a result, they begin to recognise familiar letter formation.
- Staff use observations and assessments to monitor children's progress carefully. They plan effectively towards children's next steps in learning. This helps them to identify and support any gaps in learning quickly.
- Staff provide children with free access to the garden area. This helps to promote their physical development and health very well.
- The management team has a strong self-evaluation process that is driving improvement effectively. Managers include suggestions from parents and gather the views of children, to help identify strengths and areas to improve.

It is not yet outstanding because:

- Staff do not consistently provide opportunities for children to access technology resources, such as computers or programmable toys, to enhance children's understanding of how and why things work.

What the setting needs to do to improve further

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

- enhance the opportunities for children to access a wider variety of technology resources in play, to extend their understanding of how and why things work.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation and discussion with the manager.
- The inspector had a discussion with the children, staff and committee.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, suitability records, policies and procedures, and learning and development.

Inspector

Helen Porter

Inspection findings

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

Staff have a good understanding of how children learn. They promote children's early reading skills very well through planned activities. They provide a wide variety of print in the environment, such as posters and books. This helps children to begin to recognise familiar letters and understand that print carries a meaning. Staff teach children well about places around the world; this helps children begin to recognise differences and similarities in people. For example, when learning about Spain, staff teach them new words such as 'hello' and 'thank you', in Spanish. Staff do not make technology resources, such as programmable toys, consistently available to encourage children to investigate how and why things work. Staff involve parents in their child's learning very well. They have a wide variety of ways in which parents can record children's achievements from home. For example, parents write 'wow moments' and stick them onto a display board. Staff include the achievements in children's learning journals and use them to plan towards their future targets. This provides strong consistency in learning between home and the pre-school.

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

Staff create a welcoming and vibrant environment. They gather plenty of information about children's interests from parents, when children join. This helps them to provide resources and activities that children like, to help them settle in quickly. Staff teach children how to keep themselves safe. For example, they read stories that ignite conversations about walking in the room instead of running. They consistently remind children to share and take turns, which helps children learn to behave well. Staff help to build children's independence well before their move to school. For example, children pour their own milk and learn to dress themselves. Staff have good links with local schools to build consistency in children's learning and support their move to school.

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

Staff have a good understanding of the safeguarding and welfare requirements. They have a strong awareness of the procedures to follow if they have concerns about a child's welfare. Staff complete daily risk assessments to minimise any hazards and keep children safe. The management team has robust recruitment and vetting procedures to help ensure staff are suitable to work with children. Managers monitor staff performance effectively through regular supervision and staff meetings. This helps to identify training needs, so that staff continually develop their knowledge and skills and carry out their roles confidently. Managers make detailed evaluations of the provision, including suggestions and comments from parents and children. This helps them to reflect on their practice and prioritise further improvements.

Setting details

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| Unique reference number | 133471 |
| Local authority | Oxfordshire |
| Inspection number | 836373 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 35 |
| Name of provider | Ascott-under-Wychwood Pre-School Committee |
| Date of previous inspection | 7 June 2011 |
| Telephone number | 07968 006451 |

Ascott-under-Wychwood Pre-School opened in 1970 approximately. It operates from Tiddy Hall in the village of Ascott-under-Wychwood near Burford, in Oxfordshire. The pre-school is open each weekday during term time. They open on Mondays from 9am to 3.30pm, Tuesday and Wednesdays from 9am to 2.30pm, Thursdays from 9am to 11.45am and Fridays from 9am to 1pm. There are six members of staff, all of whom hold childcare qualifications at level 3 or above. The manager has Qualified Teaching Status.

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