

New Marston Pre-School

St. Michaels C of E School, Marston Road, Marston, Oxford, Oxfordshire, OX3 0EJ



Inspection date

10 March 2015

Previous inspection date

26 January 2012

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		Outstanding	1
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 are developing good communication and language skills. This is because the staff use a good variety of techniques to support them. For example, they demonstrate ambitious vocabulary and use well-structured sentences as they speak to children.
- Staff plan and provide a large variety of exciting and challenging learning opportunities. Children make good use of all the areas available to them and freely access a large range of toys and resources that support their play.
- Children with special educational needs and/or disabilities are quickly identified and have targeted interventions. Staff take on board advice from a variety of agencies, ensuring children are well supported. As a result, children make good progress.
- Staff place high importance on getting children's views and opinions. This empowers children and develops their self-esteem.
- Rigorous evaluation of the pre-school allows staff to identify and prioritise areas for improvement. The staff are highly reflective of their practice, which allows them to continually improve the provision for children.

It is not yet outstanding because:

- Children have limited opportunities to see examples of print in the garden.

What the setting needs to do to improve further

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

- introduce more opportunities for children to see letters, words and numbers in the outdoor learning environment, to support their literacy skills.

Inspection activities

- The inspector observed children at free play and during 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 carers 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

The quality of teaching is good. Staff effectively plan activities for children that reflect their learning needs and interests. This supports them to become active and motivated learners. Staff help children complete ambitious tasks. For example, they make delicate snowflakes from clay and matchsticks that reflect the children's interest in a popular animated film. This helps children to develop coordination and concentration. Children develop fitness and strength as they run around and ride tricycles in the large outdoor area. This supports them to develop healthy lifestyles. Children have free access to a wide range of toys and resources that help them develop independence. They create imaginary lands and tell stories with the large variety of animal and people figures. Staff are always nearby to offer support and extend children's language by introducing new words. As a result, children make good progress. Although children's literacy is promoted well overall, staff do not provide much access to print in the garden. This does not offer the best possible encouragement for those who learn better outdoors to practice reading.

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

Children learn how to listen well when they sit on the carpet for group activities. They are also reminded of good manners, and say 'please' and 'thank you'. This means children have a clear understanding of boundaries and expectations in the pre-school. As a result, their behaviour is exemplary. Parents speak very highly of the care their children receive. They feel communication between home and the pre-school supports children to make excellent progress. Staff develop children's self-help skills by encouraging them to put on their own coats and shoes, and children have good toileting and hygiene skills. Children are exceptionally well prepared to move up to school. They share a garden with the school, meaning they get to know the staff. Children also spend time in the main school, sharing events, such as assemblies. This supports them to be confident and familiar with the environment and routines in preparation for the upcoming changes.

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

The manager has a good understanding of how to promote good-quality teaching and shares her aspirations with the staff. Staff are closely supervised and have regular professional development opportunities. This ensures they are constantly improving their practice. For example, recent staff training has resulted in the pre-school producing a pack for parents to support learning at home. Children's achievements are closely monitored to ensure they are making consistent progress. The manager takes responsibility for child protection and has attended specialist training to support this role. All staff know the procedure to follow if they have concerns about a child in their care.

Setting details

Unique reference number	134008
Local authority	Oxfordshire
Inspection number	841031
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	37
Name of provider	New Marston Pre-School Committee
Date of previous inspection	26 January 2012
Telephone number	01865 798320

New Marston Pre-School registered in 1996. The pre-school is in receipt of funding for free early education for children aged three and four. The pre-school opens during school term time only. On Monday, Tuesday and Wednesday it is open from 9am until 3pm and on Thursday and Friday from 9am to 11.30am. There are seven staff, six of whom hold appropriate qualifications at level 3.

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