

Annabelle's Pre-School

Kings Lane, Longcot, Faringdon, Oxfordshire, SN7 7SS



Inspection date

5 May 2015

Previous inspection date

10 December 2010

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 welcoming environment. Children are happy to attend and can easily choose what they want to play with.
- Staff observe children and plan clear next steps in learning for them. As a result, all children make good progress.
- Staff have good partnerships with parents and keep them well informed about their children's developmental progress and well-being. This ensures a consistent approach to children's learning and care.
- The provider has a positive approach to evaluation and developing the quality of the provision. Staff regularly update their knowledge and skills through training and sharing ideas for good practice. This helps them improve experiences for children.
- Staff have made improvements since the previous inspection. They have broadened the range of resources available outside to support children's development in all areas of learning.

It is not yet outstanding because:

- Staff sometimes ask children too many questions and do not give them time to think and respond.
- Staff do not display books as invitingly as the other toys. This does not encourage children to access and use books regularly to enhance their early literacy skills.

What the setting needs to do to improve further

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

- develop staff questioning techniques to encourage children to think and build on their communication skills
- improve the presentation of books so that children are encouraged to use them more regularly to promote further their early literacy skills.

Inspection activities

- The inspector observed staff interacting with children in the pre-school room and outside play area.
- The inspector observed practice outside with the owner.
- The inspector looked at a range of documents, including staff suitability records and children's development records.
- The inspector spoke with the owner and staff about childcare practice.
- The inspector spoke to parents to seek their views.

Inspector

Karen Prager

Inspection findings

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

Staff effectively use their good knowledge and understanding of how children learn and develop. They engage children in learning that interests them across all areas. Staff seek information from parents about children's development and interests before children start to attend, to give all children the best start in their learning. The quality of teaching is generally good. Staff give gentle reminders during group discussions to help children learn to listen to each other. Children eagerly discuss what they have recently learnt about farms. They consolidate this when they plan a vegetable garden and play with the mud and water outside. Staff use activities to help children consider numbers, for example, when they help children to count the vegetables they have chosen. Generally, staff use good-quality, enthusiastic interactions to promote children's learning. However, occasionally, staff ask too many questions and do not give children time to think about an answer and respond.

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

Staff provide a good level of support for children who are new to the pre-school. This helps children settle quickly and play confidently with their friends. Staff know the children well. All children have a key person who takes responsibility for supporting children's development. Children develop their personal skills well, which helps to prepare them for school. For example, they help to tidy away the toys, prepare the table for snack and put on their shoes when they go outside. Staff ensure that a good range of resources are in easy reach for children who freely make choices about what they play with. However, staff do not ensure that books are attractively displayed to encourage children to use them regularly. Children behave well and learn to keep themselves safe. They regularly practise the fire evacuation drill with staff and know the boundaries for their outside play.

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

The provider and staff have a good understanding of the safeguarding and welfare requirements. They work closely to provide a safe and secure environment for children. Staff attend regular safeguarding training which means they are well informed about safeguarding procedures. The provider has established a regular programme of supervision and development for staff. They attend training that develops their skills and qualifications to promote children's learning. The manager monitors children's progress through regular observations of staff practice and reviews of children's development records. This enables staff to provide appropriate support for children's future learning. Staff use effective partnerships to share professional knowledge with other local providers and professionals to promote children's outcomes. Partnerships with parents are positive.

Setting details

Unique reference number	EY414567
Local authority	Oxfordshire
Inspection number	832181
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Annabelle Lucy Wills
Date of previous inspection	10 December 2010
Telephone number	01367 240688

Annabelle's Pre-School registered in 2010. It is a privately owned setting and the owner also runs a day care nursery and an after school club close by. The pre-school operates from the village community room that is attached to the primary school in Longcot, Oxfordshire. The pre-school receives funding for the provision of free early education for children who are three and four years old. The pre-school is open from 9am to 1pm, Monday to Friday. There are three members of staff who care for the children; two staff hold appropriate childcare qualifications.

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