

# Appleton Village Pre-School



Appleton Village Hall, Oaksmere, Appleton, Abingdon, Oxfordshire, OX13 5JS

## Inspection date

23 June 2015

Previous inspection date

3 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are happy and confident within the pre-school. They benefit from a welcoming environment and a strong key-person approach, which enhances their self-confidence and personal, social and emotional development.
- Staff promote children's communication and language skills well through their effective questioning, discussions with children as individuals and during groups sessions.
- Children play in a warm, clean and well-maintained pre-school which supports children's health and well-being. Good friendships are promoted and kind behaviour is encouraged well through the friendly atmosphere.
- The management team has robust recruitment, induction, appraisal and supervision procedures. This ensures that all staff working with children understand the pre-school's policies and procedures and are suitable to work with the children.
- Staff have good working relationships with outside agencies, which helps them to meet children's individual needs and promote continuity in their care and learning.

### It is not yet outstanding because:

- Staff do not always keep all children engaged, capture their interest or provide them with suitable challenge during group activities.
- Children are not fully able to see or access all of the toys and resources available. Therefore, they cannot always make their own choices and decisions about the toys, activities and resources they would like to use.

## What the setting needs to do to improve further

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

- review the organisation of whole group activities to promote the involvement of all children
- increase opportunities for all children to make their own choices and decisions when choosing toys and resources.

## Inspection activities

- The inspector observed activities and the quality of teaching in the playroom and outdoor play area.
- The inspector observed documentation in relation to safeguarding, risk assessments and daily records of attendance.
- The inspector looked at children's records, planning documentation and children's learning journals, and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Tracy Bartholomew

## Inspection findings

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

Children enter the pre-school with confidence, and happily play and explore with the toys and resources on offer. These cover the areas of learning well. However, children do not have many opportunities to choose additional resources for themselves to add to the activities on offer, for example, they cannot always choose more cutters to use to explore the dough further. Overall, the quality of teaching at the pre-school is good. Staff talk and interact purposefully with the children to promote their speaking skills, knowledge and understanding. Children have good opportunities to extend their mathematical development as they play with water, explore with scales and participate in group sessions. However, some group sessions are too long for some children and lack challenge for others. Staff have good-quality observations and assessments in place, which helps them to identify children's next steps in learning.

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

Children's health and well-being are successfully promoted. Staff provide healthy snacks for the children and follow good hygiene routines. Children's physical development is well fostered in the pre-school. They explore on stepping stones in the hall and enjoy playing on equipment in the garden, such as riding bicycles. Overall, children behave well and staff act as good role models. They offer children praise and encouragement for the creations and pictures. Children acquire good independent skills to assist and prepare them for their future move to school. For example, staff encourage them to dress and undress independently, such as taking off and putting on their shoes and jumpers. Children are involved in fire drills and develop a good understanding of how to be safe. This helps children to learn about what they need to do in an emergency.

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

The management team works well with the staff and committee. They reflect on and review their practice together, planning and sharing effective next steps for the children. Staff have regular meetings and training opportunities to enhance their knowledge. All have recently attended safeguarding training and some have attended food hygiene to increase their understanding of their roles and responsibilities. Staff demonstrate a strong understanding of child protection. They understand the procedures to follow and have a strong awareness of the signs and symptoms of abuse. Parents speak very highly of the pre-school and staff. They indicate that the staff are nurturing, dedicated and cannot do enough for the children. In addition, parents value the home link book, known as the 'purple book', and explain that they feel very included in the development of their children. This demonstrates that they value the service provided and promotes a consistent approach to meeting children's care and learning needs.

## Setting details

<b>Unique reference number</b>	133395
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	825551
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Appleton Village Pre-School Committee
<b>Date of previous inspection</b>	3 February 2009
<b>Telephone number</b>	01865 862107 or 07500 453723

Appleton Village Pre-School registered in 1993. It operates from two rooms in Appleton Village Hall, near Oxford. It operates during school term time, from 9.30am until 12 noon on a Monday, and from 9pm until 3pm on a Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six staff working with the children, of whom five have early years qualifications at level 3 and above.

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