

Crowmarsh Pre-School

Crowmarsh Gifford C of E School, Old Reading Road, Crowmarsh Gifford,
Wallingford, Oxfordshire, OX10 8EN



Inspection date

23 June 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is excellent. Staff's use skilful questioning during play activities and carefully listen to and respond to children's ideas. This makes it easy for children to become absorbed in their play and helps them to take big steps forward in their learning.
- Staff observe, record and use their understanding of children's development very skilfully to plan the next steps for children's learning. They give much thought to the planning of teaching, including how to question children to extend their understanding.
- There is excellent access to regular training to ensure that staff know how to support families and protect children from harm. Staff demonstrate a thorough understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- The pre-school has highly effective and well-established partnerships with early years settings and primary schools. This ensures a smooth move for children when preparing for school or the next stage in their early education. Multi-agency working is a core strength and promotes an all-inclusive approach to supporting families.
- Performance management and self-evaluation are rigorous and based on an honest analysis of the pre-schools strengths and weaknesses. The process is very well embedded, highly valued and seamless in monitoring the impact of these on children's outcomes and staff practice. These are feed into the self-evaluation process and inform future improvement targets.

What the setting needs to do to improve further

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

- provide children with more practical opportunities to solve mathematical problems, particularly during their outdoor play.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager and members of the committee.
- The inspector looked at children's records, evidence of the staff suitability, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector conducted a joint observation with a member of staff.
- The inspector gathered the views of parents, children and the staff.

Inspector

Melissa Cox

Inspection findings

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

Children have very positive attitudes to learning, inspired by outstanding teaching. Planning and support is focused specifically on each child and, as a result, their progress over time is rapid. Children's interests are also taken into account to increase their curiosity and enthusiasm for learning. Staff routinely encourage children to persevere, think and experiment with different ways of doing things to become more skilful. They encourage children to find answers for themselves. For example, children use books to research the insects they find in the garden. Children express themselves well, put letters and sound together and make early-writing marks. There are many opportunities for children to learn about number and shape in the activities provided for them and from the learning environment. However, there are fewer opportunities for children to develop problem-solving skills in mathematics, when playing outdoors.

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

Staff work extremely well as a team to keep children safe and secure. The effective key-person system ensures that children develop close relationships with staff who they can confide in. The indoor and outdoor areas are used inter-changeably to increase children's knowledge and understanding. Children were observed in a world of their own, quietly looking at books outdoors, while others dig for and then measure worms. They enjoy playing under the shady trees in the warm weather. Behaviour is impeccable. Children know how to keep themselves safe and are confident in managing their own care needs. They fetch their own sunhats when the sun comes out, help prepare and serve their own snacks, and clear their own plates at lunchtime.

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

The inspirational leadership by the manager, supported by a committed staff team and committee, have ensured that the pre-school has sustained the high levels of achievement and outstanding practice since their previous inspection. Staff focus relentlessly on how the children are learning. The manager sets high expectations for her team and uses data productively to analyse and adapt the services offered to meet the individual needs of every child. Professional training is used to refresh staff knowledge and help keep them abreast of early years education. Staff effectively use the outcomes of initiatives, such as the forest school and training on how to support boys learning, to make their practice even better. Procedures to safeguard and protect the welfare of children are robust. Staff are very knowledgeable and act promptly if they have concerns about a family or if there is a need of more specialist support. The school's partnerships with parents, the host school, professionals and the local community are very strong.

Setting details

Unique reference number	EY367388
Local authority	Oxfordshire
Inspection number	827843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	28
Name of provider	Crowmarsh Pre-School Committee
Date of previous inspection	21 November 2011
Telephone number	07951 599623

Crowmarsh Pre-school opened in 2008 at its current location at Crowmarsh Gifford Church of England Primary School, Wallingford, in Oxfordshire. It is open each weekday, from 8.45 am to 3pm, during term time. Lunchtime is from 12 noon until 1pm. Children staying for lunch may bring in a packed lunch or have a pre-ordered hot school dinner. The pre-school employs five members of staff who work directly with the children. The manager has Early Years Professional Status, and four staff hold appropriate qualifications at level 3.

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