

# Great Tew Pre-School

Great Tew Primary School, Great Tew, Chipping Norton, Oxfordshire, OX7 4DB



## Inspection date

23 June 2015

## Previous inspection date

30 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching and staff's interaction with children is outstanding. Staff have an in-depth knowledge of children and how they learn, which ensures they are able to extensively promote children's development across all areas of learning.
- Children are very happy and emotionally secure in the pre-school. Staff obtain detailed information from parents about each child's well-being and needs, and meet these exceptionally well.
- Staff are highly skilled at encouraging children to develop their language and communication skills. They are extremely successful in helping children with special educational needs and/or disabilities to learn to communicate.
- The safeguarding arrangements are excellent. All staff have a thorough understanding of their responsibility to protect children and to keep them safe. Staff regularly refresh their knowledge, so that they keep themselves fully up-to-date on how to report concerns.
- The key-person system works exceptionally well at helping children form secure relationships with staff, who meet children's individual needs very successfully.
- Children's behaviour is impeccable. Staff create a warm and caring environment where they teach children to be respectful and understanding of others. Therefore, children play extremely well together and cooperate fully with each other.
- Very strong relationships have been developed with parents, and a wealth of information is shared in various ways. This helps to ensure excellent opportunities to promote continuity in children's learning between home and pre-school develop.
- High-quality professional development and training for staff, and consistent reviews of their practice, means that children continue to receive excellent learning experiences.

## What the setting needs to do to improve further

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

- further increase the range of resources that extend children's understanding of technology, to fully enhance their learning.

## Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector held discussions with the manager, children, committee members and staff at appropriate times.
- The inspector carried out a joint inspection with the manager.
- The inspector viewed a range of paperwork, including records on children and staff, policies, procedures, accident records and action plans.
- The inspector sought the views of parents through discussion and written comments.

## Inspector

Amanda Perkin

## Inspection findings

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

Staff use their excellent knowledge of how children learn, and their expertise in teaching, to provide an outstanding range of learning opportunities. As a result, children make very rapid progress in their learning, and are acquiring the skills they need to help to prepare them for their move to school. Children are enthusiastic, excited learners and they benefit from the stimulating environments, both indoors and outdoors. Staff are aware that children have less opportunities to use technological and programmable toys, to enable children to have greater experiences to fully extend and enhance their learning. Staff successfully extend the activities children choose for themselves. When children discover a bug during a bug hunt, staff successfully engage them in identifying the insects, using magnifying glasses and clip boards with information to identify the insects. Staff support children well and, when they decide to make cupcakes with play dough, help them to find suitable resources for the task.

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

There is a highly positive atmosphere in the setting as children and staff interact enthusiastically together. Children's move to school is tailored to meet their individual needs. Children are, therefore, emotionally secure and adapt very well to change. Children are frequently praised for their efforts and achievements. This helps them to gain confidence and develop self-esteem. Children are taught the importance of healthy, well-balanced diets and are successfully encouraged to use excellent hygiene routines. Their physical development is supported well, and they have regular access to the well resourced outdoor environment.

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

The leadership and management team demonstrate an excellent understanding of the requirements of the Early Years Foundation Stage. It is evident that the well qualified team are extremely committed to ensuring the best possible outcomes for all children. Excellent commitment to accurately self-evaluating their practice results in action plans being implemented across the pre-school to ensure ongoing improvements benefit all the children. All staff have an exceptional understanding of the procedures to follow to protect children in their care. Rigorous recruitment, vetting and induction procedures are followed to ensure that staff are suitable for their roles. Monitoring of children's learning and development is accurate and precise. As a result, any gaps in learning can be identified and closed. The pre-school effectively uses various methods to share information about children's progress. As a result, children's care, learning and development is complemented exceptionally well. The management are extremely proud of the excellent partnerships they have forged with parents, local schools and other outside agencies.

## Setting details

<b>Unique reference number</b>	133490
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	825554
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	13
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Great Tew Pre-School Committee
<b>Date of previous inspection</b>	30 November 2011
<b>Telephone number</b>	01608 683186

Great Tew Pre-School has been registered for over 25 years and operates from within the grounds of Great Tew Primary School, which is situated on the Tew Estate, in Great Tew, in Oxfordshire. Opening times are 9am until 3pm on Mondays, Tuesdays, and Wednesdays, and from 9am until 12noon on Thursdays and Fridays each week during term time. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs four members of staff who work with the children, of whom, three hold appropriate early years qualifications, including one who holds a Foundation Degree in Early Years.

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