

Peach Tree Pre-School

The Old School House, Hornton CP School, Church Lane, Hornton, Banbury,
Oxfordshire, OX15 6BZ



Inspection date	29 June 2015
Previous inspection date	3 March 2009

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

- Teaching is exceptional. The well-qualified staff fully understand how children learn and expertly build on their enthusiasm for learning. They accurately assess their development and provide a diverse range of exciting experiences that meet children's individual learning needs. Consequently, children make the best possible progress from their starting points.
- Staff develop remarkably strong partnerships with parents. They implement a wealth of ideas to fully involve them from the very beginning of care, promoting a shared approach towards children's care and learning. Consequently, children have excellent continuity in their learning and development, enabling them to excel in all areas.
- Children with a range of abilities and needs, including special educational needs and/or disabilities, receive superb support and, as a result, make excellent progress and enjoy their play.
- The safeguarding arrangements are excellent. All staff have a thorough understanding of their responsibility to protect and keep children safe. Staff regularly refresh their knowledge so that they keep themselves fully up to date on how to report concerns.
- The children are actively encouraged to make their own decisions, lead their own play and voice their own opinions. Therefore, they fully engage in their play and take a real ownership in their own learning.
- Staff establish exceptional links with the adjoining school and use these to help children's move on to school go smoothly.
- The manager is passionate about ensuring children have an excellent start to their learning, and is highly effective in driving improvements to maintain the high-quality of the provision.

What the setting needs to do to improve further

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

- continue to enhance the outside area so that it provides children with even greater experiences to explore resources and activities that reflect all areas of learning.

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector held discussions with the manager, children, chair of the committee 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.

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 have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Children make rapid progress as staff skilfully weave new learning into all the activities. For example, they encourage children to work together outdoors to construct a slide using blocks and ramps. Staff make excellent use of probing questions during this to encourage children to question what they are doing and predict what may happen. Children benefit from the stimulating environment and are enthusiastic, excited learners. They are extremely animated as they discover the chrysalis has transformed over the weekend into a colourful butterfly. Staff build expertly on children's learning, enhancing their exploration of the lifecycle of a butterfly. They expertly extend their spontaneous play with books, stories and discussions. There are very good examples of children's emerging writing skills and children are proud of how they write and recognise their own name.

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

Children's emotional well-being is given the utmost priority by the caring staff team. The staff provide very flexible settling-in routines that help children to form extremely close attachments with their key person. Home visits play a significant role in helping to support children's learning from the earliest possible time. Staff take every opportunity to promote positive behaviour and, as a result, children are exceptionally caring and behaviour is impeccable. Staff know children's dietary needs and any allergies, and use their exceptional knowledge at mealtimes to ensure children eat suitable foods.

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

Regular reviews of procedures by staff and the committee ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met. For example, they have all the required policies and records in place, such as the complaints procedures and assessment records, and these are shared with parents. Recruitment and induction are robust. The performance management and training programme, and use of reflective practice, play a key role in helping staff to meticulously review and support each child's progress. The already well-qualified staff continually attend training to enhance their skills and improve the educational programme. Children's progress in their learning is reviewed efficiently, ensuring all children, including those with special educational needs and/or disabilities, make outstanding progress. Incisive self-evaluation is embedded in practice and identifies how continual improvements can be made. For example, staff and managers have identified that the outdoor area could be improved to provide greater opportunities for children to explore resources and activities that reflect all areas of learning.

Setting details

Unique reference number	133624
Local authority	Oxfordshire
Inspection number	825563
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	26
Name of provider	Peach Tree Pre-School Committee
Date of previous inspection	3 March 2009
Telephone number	01295 678550

Peach Tree Pre-School registered in 1991. It operates from Hornton Primary School, within a Partnership Foundation Unit, in the rural village of Hornton, Oxfordshire. The pre-school is open from 9.15am to 3.15pm for five days a week during school term time. The pre-school employs seven members of staff who work with the children. Of these, six staff hold appropriate early years qualifications at level 3 and above, including two who hold Early Years Professional Status. The nursery receives funding to provide early education for children aged two, three and four years old. The pre-school supports children with special educational needs and/or disabilities.

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