

Chacombe Preschool Group



Chacombe C of E Aided School, 37 Thorpe Road, Chacombe, Banbury, Oxfordshire,
OX17 2JA

Inspection date	23 June 2015
Previous inspection date	27 May 2010

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

- Children are engaged, active and independent learners who make the most creative use of their wonderful, rich learning environment. They use an excellent range of resources that give them first-hand experiences and enable them to follow their own interests and ideas. Children explore how colour can be changed by mark making with felt-tipped pens and spraying water to observe the effects.
- Staff assessment of individual children is precise and as a result, staff have a secure knowledge of each child's learning and development needs. They use this information to plan really relevant and individual activities that support the children in making outstanding progress.
- Children have secure attachments with staff. This means that individual needs are extremely well met by the attentive and kind staff. Children are supremely confident in this welcoming and caring environment.
- Excellent partnerships between the pre-school, parents and the local school ensures that parents are fully informed about their child's development and children are extremely well prepared for school.
- The manager makes excellent use of staff supervision and appraisal systems to monitor staff practice and the impact of teaching on children's learning.
- Children are fully safeguarded. The manager and staff understand how to protect children from harm and have a thorough knowledge of the action to take if they are concerned about a child's welfare.

What the setting needs to do to improve further

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

- enhance the already excellent outdoor play opportunities, for example, by planning more woodland-based activities to further develop the children's interest in the natural world.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and talked to the manager about their plans for improvement.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Susan Cother

Inspection findings

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

Children really enjoy their time in this rich learning environment. Staff skilfully support children on their journey of learning and discovery. Children confidently move resources from one area to another, such as putting play dough in the mud kitchen. Children become deeply involved and concentrate as they explore the effects of mixing materials together. Mathematics and literacy are threaded through activities and targeted learning opportunities to teach children phonics and are delivered through fun and interactive software. Staff skilfully join in with spontaneous play activities to make the most of all learning opportunities, such as encouraging the children to count the spots on bean bags as they play a competitive game. All children are receiving high quality learning experiences to develop their skills for future learning. Excellent partnerships with parents keep parents very involved.

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

All children are extremely well settled. They are supremely confident and demonstrate a real sense of pride and ownership of their environment. Children behave exceptionally well because staff have clear behavioural expectations and use effective strategies to reinforce skills, such as turn taking and good listening. Staff skilfully promote children's understanding of good hygiene practices, eating well and being active. Staff effectively encourage children's developing independence in managing personal care and getting dressed. Children preparing for school have opportunities to practice putting on their sports kit before planned physical activities, such as sports day practice. Children have access to a wide range of interesting resources that they use appropriately. Children are well supervised in this extremely safe and secure environment. They are taught how to use the outdoor play equipment safely, which they use with excellent control, confidence and coordination. However, there is scope to include more woodland-based activities to further develop the children's interest in the natural world. The excellent key-person system and outstanding partnership with the local school ensures all children are emotionally well prepared for the move to school.

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

The manager and staff are committed to the delivery of exciting and interesting learning opportunities and high-quality care for the children. Highly effective procedures for staff supervision and peer-on-peer observations mean that any areas of practice in need of development can be quickly identified and improved through targeted training and support. The manager evaluates the pre-school's strengths and takes into account the views of parents and the voice of the children to identify and implement change in her drive for continuous improvement. Children's needs and development levels are precisely assessed. The manager tracks the cohort of children to identify any gaps in learning and the educational programme. Children's individual needs are extremely well planned for and their move to school is a smooth one.

Setting details

Unique reference number	EY306923
Local authority	Northamptonshire
Inspection number	856610
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Chacombe Pre-school Limited
Date of previous inspection	27 May 2010
Telephone number	01295 710835

The Chacombe Preschool Group was registered in 2005. The pre-school employs 3 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am, with optional lunchtime sessions from 11.45am to 12.15pm. Afternoon sessions run from 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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