

Stanford In The Vale Pre-School



Recreation Ground, Huntersfield, Stanford in the Vale, FARINGDON, Oxfordshire, SN7 8LR

Inspection date	15 July 2015
Previous inspection date	10 May 2011

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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have good strong relationships with their friends. They play well together, and listen well too, for example, as they exchange their experiences of what the pre-school bear did with them when they took it home. This helps to promote the skills they need for their future learning and eventual move on to school.
- Children are given a good amount of praise and encouragement, which in turn helps them to understand the rules of the pre-school and maintain good behaviour.
- Children develop a good awareness of a healthy lifestyle; they enjoy fresh fruit and drinks at snack and follow strong hygiene routines.
- Recruitment and induction procedures are robust and ensure that staff are suitable to work with children and understand their roles and responsibilities.
- Partnerships with parents and other professionals are one of the particular strengths of the staff. This promotes a united front to working together to promote and enhance children's learning and development for future progression to school.
- The quality of teaching is good. Staff provide a good range of play experiences and resources that help children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not make the most of opportunities to extend children's awareness of how to use resources in different situations, and to increase their awareness of how to safely take risks.
- At times, children are not given sufficient time to respond to questions asked by staff before staff provide the answer.

What the setting needs to do to improve further

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

- extend children's awareness of how to use familiar resources in a variety of different ways
- develop the use of questioning to ensure children are given sufficient time to think before providing the answer for them.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector looked at children's records and learning journals and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at documentation, including policies related to safeguarding matters, risk assessments and daily attendance registers.
- 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

Staff promote and provide a good range of play experiences which enhance children's learning and development. Children are happy at the pre-school and settle swiftly to activities which effectively meet their needs and enable all children to make good progress. Staff communicate and ask children a good range of questions to advance their skills and understanding. However, not all staff give children a sufficient amount of time to answer the question, before giving them the answer. Children enjoy exploring independently and being imaginative. They investigate well with water and enjoy experimenting in the mud, making potions to pretend with. Children's creativity is very well enhanced. They enjoy making tea cakes with cereal and using baking equipment, and enjoy exploring with a range of paints and chalks.

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

Children can freely use the garden area to play and explore further. They enjoy listening to stories, especially when playing in the tents and wigwam area. These activities help promote children's learning experiences and their literacy skills, especially for those who learn best outside. Staff teach children the importance of how to move safely around their environment. However, they do not always help children learn how to use tools in a variety of different ways to increase their confidence in using these and extend their awareness of how to take risks during play activities. Nonetheless, the environment in which they play is safe and secure, and staff are effectively deployed to meet children's needs. Children have strong relationships with staff and their key workers, and enjoy one-to-one time with them when staff complete targeted activities to help advance children to their next steps in learning.

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

The leadership and management team works well together and effectively reflects on the care and learning offered to children. Staff form strong professional relationships together and provide a lovely welcoming environment for all. All staff have a good understanding of the safeguarding and welfare requirements. They understand their roles and responsibilities for child protection and the referral process, which helps them to act in the best interests of children. Strong methods are in place to ensure that the staffing team is well supported. All staff receive regular supervisions, appraisals and ongoing training. This enhances their professional practice for the good of the children. Parents explain that they feel highly involved in the pre-school as they help out with routines and outings. In addition, they comment highly on the dedication of staff.

Setting details

Unique reference number	EY419941
Local authority	Oxfordshire
Inspection number	822677
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	37
Name of provider	Stanford In The Vale Pre-School
Date of previous inspection	10 May 2011
Telephone number	01367 718696

Stanford Pre-school first opened in 1970 and re-registered as a limited company in 2010. It is located in purpose-built premises in the recreation ground behind the village hall. The pre-school operates a number of sessions and is open each weekday, 9am to 3pm, term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are six members of staff working with the children. Of these, four staff hold relevant qualifications to level 3. The pre-school supports children with special educational needs and/or disabilities.

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