

# Aston & Cote Preschool Playgroup

Cote Road, Aston, BAMPTON, Oxfordshire, OX18 2DU



<b>Inspection date</b>	29 September 2015
Previous inspection date	12 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and provider are a very effective team in reviewing all aspects of the provision and identifying where to make improvements. They successfully make changes that have a very positive impact on the care and education all children receive.
- The manager provides effective support and mentoring to staff to help them improve their skills. Consequently, the quality of teaching is good and all children make good progress in their learning and development.
- Staff effectively plan a wide range of interesting and challenging activities, both indoors and out. Children are very involved in the learning experiences and excited to learn.
- Staff promote children's developing independence well. They provide lots of opportunities for children to make choices about what they would like to do. This supports children to grow in confidence.
- Staff organise a very welcoming environment. They greet children enthusiastically and help new children to settle in. As a result, children thoroughly enjoy their time at pre-school and develop a positive view of learning.

### **It is not yet outstanding because:**

- Staff do not always help children explore the similarities and differences in the ways that people live. Therefore, children have few opportunities as part of their everyday play to extend their understanding of the world in which they live.
- Staff do not plan as well to help children develop their literacy skills. The group story times are not always well organised and the book corner is not as inviting as it could be. Therefore, children do not always listen to stories in groups or look at books independently.

## What the setting needs to do to improve further

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

- improve opportunities for children to learn about the similarities and differences between themselves and other people to extend their understanding of the diverse world they live in
- review and improve opportunities for children to listen to stories and look at books independently to develop their literacy skills.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke to parents and took account of their views.
- The inspector sampled documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and provider understand and fulfil their responsibilities well. They review children's progress and plan to support their future development. After recognising that the provision for mathematics was not as strong, they reviewed staff's understanding and added more resources. Consequently, children now make good progress in this area. The manager seeks out training courses and supports all staff to obtain childcare qualifications. She has built successful partnerships with other professionals to gain new ideas. Staff reflect on what they learn and improve what they do, which has a positive impact on the outcomes for children. For example, staff have improved the activities to extend children's learning and exploration outdoors. Safeguarding is effective. The manager ensures staff fully understand their role to help keep children safe. They know what they must do if concerned about a child's welfare to protect them. The provider and manager use effective systems to help ensure the suitability of those employed to work with children.

### Quality of teaching, learning and assessment is good

Staff provide effective support to children as they go about their day at pre-school. They make good decisions about when to give children time to explore and when to extend children's learning with skilful use of questions. Children practise their mathematical skills as they count and sort when they dig and build outside. Staff patiently teach children new physical skills, such as how to use scissors and climb and balance. Children are proud of their drawings and writing. Staff help them to display their work, which boosts their confidence and encourages them to practise these emerging skills. Staff keep parents well informed about their children's progress. They encourage parents to share information about children's new skills at home using the 'wow tree'. These positive relationships help parents and staff support children's learning at home and pre-school. Overall, the good quality teaching ensures all children make good progress in relation to their starting points.

### Personal development, behaviour and welfare are good

Staff meet children's care needs very well. Children are developing into confident, thoughtful young people. They are keen to tell visitors about their allotment and the healthy vegetables they grow. Staff contribute to children's good health by providing nutritious snacks and daily opportunities for children to take exercise and play outside. Children learn to keep the environment safe. For example, staff remind them to pick things up off the floor so that their friends do not fall over and hurt themselves. Children behave well, they play together and learn to share and take turns.

### Outcomes for children are good

Outcomes for children are good. They develop skills and positive attitudes towards learning that prepare them for future learning, including the move to school.

## Setting details

<b>Unique reference number</b>	134447
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	836404
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	The Aston And Cote Pre School Playgroup Committee
<b>Date of previous inspection</b>	12 July 2010
<b>Telephone number</b>	01993 851999

Aston & Cote Preschool Playgroup registered in 1973. A voluntary committee manages the pre-school. It is located in Aston, Oxfordshire. It is open Monday, Wednesday and Friday from 9am to 12 noon, and Tuesday and Thursday from 9am to 3pm, during term time only. The provider receives funding to provide free early years education for children aged two, three and four years. There are four members of staff; of these, two hold relevant childcare qualifications at level 3 and one holds a qualification at level 2.

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