

# Marsh Gibbon Pre-School

Village Hall, Clements Lane, Marsh Gibbon, Bicester, Oxfordshire, OX27 0HG



<b>Inspection date</b>	2 October 2015
Previous inspection date	2 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has made a very positive impact on the quality of the provision since her appointment to the role. She demonstrates a strong commitment to continuing to ensure that children receive high-quality care and education.
- The quality of teaching is good. Staff know children well and use this knowledge to offer effective support and guidance to help all children make good progress.
- Staff quickly identify children who may benefit from some additional help. They work with other professionals to ensure these children receive the support they need. These effective partnerships help ensure that any gaps in children's learning quickly begin to close.
- Staff have highly successful strategies for promoting children's sense of well-being. They plan many opportunities for children to share their thoughts and views and to learn how to keep themselves and others safe. As a result, children develop a very positive view of themselves and grow in confidence and self-belief.
- Staff are extremely skilled at helping children settle into pre-school life. They provide lots of cuddles and reassurance and work closely with parents to ensure children come to trust those who will be looking after them. Children thrive in such a nurturing environment and soon come to see pre-school as a safe and fun place to be.

**It is not yet outstanding because:**

- Staff do not plan some activities as well as they could. For example, staff do not always ensure they have enough resources ready for adult-led activities or that younger children do not sit for too long at singing. At these times, some children become distracted and lose interest.
- Staff do not always make the best use of opportunities to teach children about everyday technology. They do not consistently encourage children to explore and practise using technological resources in their play.

## What the setting needs to do to improve further

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

- review adult-led activities to ensure they capture and maintain all children's interests
- improve opportunities for children to use, practise and explore technology for a particular purpose.

### Inspection activities

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

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

The manager understands and fulfils the requirements of her role well. She involves parents, children and staff in reviewing all aspects of the provision, and leads staff in making effective improvements. For example, staff now organise the beginning of sessions so parents have more time to help children settle. Staff are well qualified. The manager encourages them to attend additional training and to share their new knowledge with colleagues. She offers effective guidance and ensures they have regular opportunities to discuss their performance. This ensures teaching remains consistently strong. Staff keep parents well informed about their children's progress, which helps parents to continue the learning at home. Safeguarding is effective. The manager ensures all staff fully understand their role in keeping children safe and know what to do if concerned about a child's welfare. The manager and provider use effective systems to ensure the suitability of those they employ to work with children.

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

Staff track children's progress, enabling them to plan to meet their individual needs. They ask children questions and comment on their play to help them learn. Children learn about the world in which they live, such as digging for vegetables and walks in the local area. They develop their mathematical skills as they compare the heights of towers they build. They have many opportunities to practise their early writing, both indoors and outdoors. Staff provide additional support for those who need it; for example, by planning extra speaking and listening activities or by organising extra visits to meet their new teachers. Staff are committed to ensuring all children gain the skills they need for future learning. All children make good progress and develop a positive view of learning and doing one's best.

### Personal development, behaviour and welfare are outstanding

Staff meet children's physical needs extremely well. They plan the day so that children can spend plenty of time outside exercising in the fresh air. Children develop an interest in healthy food because staff are enthusiastic and encouraging at snack. Staff have received recognition for the work they do around respect and tolerance. Children use these terms as they play, and they talk about how they are feeling. Staff skilfully use dolls, 'respecting Rita and Roger', to help children learn to see things from the point of view of others. Children show extremely high levels of involvement in their play because staff put a great deal of thought into how they present toys and equipment.

### Outcomes for children are good

Outcomes for children are good. Children are developing the skills they need for their future learning and a successful move to school. They are discovering that being kind, helpful and tolerant is just as important as being able to count and write your name.

## Setting details

<b>Unique reference number</b>	131131
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	825489
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Marsh Gibbon Pre-School Committee
<b>Date of previous inspection</b>	2 March 2011
<b>Telephone number</b>	07927 244913

Marsh Gibbon Pre-School registered in 1992. It is located in Marsh Gibbon, Oxfordshire. It is open from 9am to 3pm on Monday, Wednesday, Thursday and Friday, and from 9am to 12 noon on Tuesday, during term time only. The provider receives funding for free early years education for children aged two, three and four years. The provider employs 11 staff; of these, eight hold childcare qualifications at level 3, one holds a qualification at level 5 and one has Early Years Professional Status.

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