

Eynsham Pre-School

Eynsham Primary School, Beech Road, Eynsham, Witney, Oxfordshire, OX29 4LJ



Inspection date

13 April 2016

Previous inspection date

10 October 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is very enthusiastic and strives for further improvements. She uses rigorous evaluation, gathering the views of parents, children and staff, to identify and target areas for improvement.
- The quality of teaching is consistently strong. For example, the well-qualified staff use skilful questioning to extend children's learning, encouraging problem-solving and critical-thinking skills.
- Children are happy and settle well. They benefit greatly from a rich variety of hands-on and real-life experiences. They develop extremely positive attitudes to learning, showing high levels of self-awareness and independence. They make choices in their learning confidently.
- All children make excellent progress in their development, including children who receive additional funding and those with special educational needs. The manager and staff have high expectations for children. The assessment process is excellent and staff provide extensive support, working closely with other agencies, to help narrow any gaps in children's learning.
- The outdoor space is exceptionally well organised and has been developed highly effectively to cover all areas of learning. Children are inspired to extend their learning, especially those who learn best outdoors.

What the setting needs to do to improve further

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

- make full use of the learning environment to extend further children's early literacy skills.

Inspection activities

- The inspector observed interactions between the staff and the children.
- The inspector tracked the progress of the children using observations and assessments.
- The inspector spoke to the manager, staff, parents and children at convenient times.
- The inspector sampled documentation, including children's records.
- The inspector took part in a joint observation with the manager.

Inspector

Jessica Williams

Inspection findings

Effectiveness of the leadership and management is outstanding

The experienced manager has worked extremely hard to raise the quality of the provision to benefit children. This includes developing the outdoor area and improving the observation, assessment and monitoring of children's learning, to inform planning of activities and experiences to meet children's needs. The manager builds exceptional partnerships with other agencies, settings and parents to support children with special educational needs. She supports staff extremely well to improve their skills and knowledge. For example, she observes staff, provides feedback and role models outstanding practice. Additional funding was used to provide targeted staff training and resources to support children's communication and language development. The manager supports parents highly effectively, signposting them to the local children's centre for example. Safeguarding is effective. The manager and the staff have a strong knowledge of the safeguarding procedures and of how to keep children safe.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently of a very high standard. Staff know children exceptionally well. They use precise observations and accurate assessments to identify and target any gaps in learning quickly. Staff provide a rich variety of resources indoors and outdoors, encouraging children to choose where to play and explore. However, staff miss some opportunities to extend children's early reading skills. Staff plan for children's interests, needs and next steps in learning through active, challenging and motivating learning experiences. For example, the children relish opportunities to watch chicks hatch and explore how caterpillars turn into butterflies. Children enjoy outings in the local community, such as exploring woodland where they hunt for bugs and build dens, developing their physical skills and understanding of the world.

Personal development, behaviour and welfare are outstanding

Children have high levels of self-confidence and independence. Staff encourage them to make decisions in their learning, such as choosing a theme for the role-play area, and which artwork to display, indoors and outdoors. Staff teach children about healthy eating, including through discussions, exercise and baking activities. The highly effective key-person system supports children's emotional development. Staff encourage children to be kind to each other, for example through the use of a 'kindness jar'.

Outcomes for children are outstanding

Children are extremely motivated, challenged and eager to learn. They behave exceptionally well, developing their social skills and showing high levels of self-control and respect for others. Children develop confidence, making choices in their learning. They acquire important skills to prepare them for the next stage in their learning.

Setting details

Unique reference number	134436
Local authority	Oxfordshire
Inspection number	1028002
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of provider	Eynsham Pre-School Association Committee
Date of previous inspection	10 October 2012
Telephone number	01865 883893

Eynsham Pre-School opened in 1976 and is managed by a committee of parents and volunteers. It operates from a mobile building in the grounds of Eynsham Community Primary School and the local children's centre in Eynsham, in Witney, Oxfordshire. The pre-school opens each weekday during term time from 8:40am to 11:40am morning session, lunch club 11:40am to 12:10pm and afternoon session 12:10pm to 3:10pm. The pre-school employs nine staff, eight of whom hold relevant qualifications at level 2 or above. The pre-school receives funding for the provision of free early years education for children aged two, three and four years, and early years pupil premium funding.

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