

# Ducklington Pre school

Village Hall, Ducklington, Witney, Oxfordshire, OX29 7YH



<b>Inspection date</b>	14 October 2016
Previous inspection date	4 June 2013

<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

- Staff provide a stimulating and well-presented learning environment, both indoors and outdoors. Children explore and become curious learners.
- Children make good progress during their time in the pre-school. Staff use assessment procedures effectively to identify and plan for children's individual learning needs.
- Staff have a welcoming and friendly approach, which helps children to feel secure. Children have good levels of behaviour and they develop positive social skills.
- Staff build successful partnerships with parents, carers and other settings that children attend to encourage continuity in children's care and learning.
- Leaders and managers reflect on their practice routinely to identify strengths and areas for further development, which improves outcomes for children.
- Staff have a good understanding of safeguarding procedures and they supervise children well to help keep them safe.

### It is not yet outstanding because:

- Sometimes staff miss opportunities to help older children develop additional skills for independence in preparation for school. For example, some children are not able to reach their coat pegs easily to manage their belongings independently.
- Sometimes staff do not encourage children to observe similarities and differences more carefully, for example, comparing sizes, textures and shapes in nature.

## **What the setting needs to do to improve further**

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

- extend opportunities for older children to develop additional skills for independence in preparation for school
- help children to find out more about similarities and differences when exploring living things in the world around them.

### **Inspection activities**

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector sampled children's assessment records and evidence of suitability and qualifications of staff.
- The inspector took account of the views of parents and carers spoken to on the day.

**Inspector**  
Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders, managers and staff evaluate and develop practice in partnership, for instance, researching the best way to use funding to achieve good outcomes for children. Staff work closely with other settings that children attend. For example, they share training with local teachers to develop strategies for early literacy, which ensures continuity for children between settings. Leaders and managers help staff reflect on their practice routinely, for example, through daily meetings with the manager to consider and focus on areas for further improvement. Safeguarding is effective. For example, leaders and managers encourage staff to discuss safeguarding issues to share good practice and develop their understanding of how to recognise and respond to any concerns about children's welfare.

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

Staff know children well and help them develop new skills. For example, they teach children how to use binoculars and cameras to support their understanding of technology. Staff encourage children to express their ideas and knowledge, for instance, challenging them to think about what a tree needs to grow. They support older children effectively to develop early literacy and mathematical skills in preparation for school. Staff provide good opportunities for parents to be involved in their children's learning. For example, they hold coffee mornings where parents can look through their children's development records and talk to staff about their progress.

### Personal development, behaviour and welfare are good

Staff teach children effectively about the importance of healthy lifestyles. For example, they help them to wash and dry their hands thoroughly before eating. Staff provide good opportunities for children to be active such as enjoying regular outings in the local community and taking part in energetic dancing sessions. Staff help children to learn about people from different backgrounds to develop tolerance and respect for others. They support children to develop a good awareness of safety, for instance, using scissors carefully during creative activities.

### Outcomes for children are good

Children are well-prepared for their next stages in learning. They settle quickly to activities and enjoy finding out how things work. Children are confident, respond well to instructions and are familiar with routines. They enjoy engaging in discussions with their friends and staff, and meeting different people in the local community. Children develop good physical skills, such as using a range of tools, and they demonstrate a sound awareness of safety. For example, they walk sensibly and listen carefully for traffic while enjoying a walk in the village.

## Setting details

<b>Unique reference number</b>	134435
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1061381
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Ducklington Pre-School Committee
<b>Registered person unique reference number</b>	RP902078
<b>Date of previous inspection</b>	4 June 2013
<b>Telephone number</b>	07779186957

Ducklington Pre school registered in 1992 and has been operating for over 40 years. It is run by a parent-management committee. The pre-school operates from the village hall in Ducklington, Oxfordshire. It is open on weekdays during school term times from 9am until midday, with a lunch club until 1pm on Tuesday and Wednesday. A further session is available on Tuesday from midday to 2.30pm from January to July, to prepare older children for their transfer to school. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs seven staff, five of whom hold relevant qualifications.

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