

Chipping Norton Pre-School

Burford Road, CHIPPING NORTON, Oxfordshire, OX7 5DZ



Inspection date

6 March 2017

Previous inspection date

7 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Strong leadership and effective self-evaluation have enabled the setting to maintain a good quality service since the last inspection. Leaders value the views of staff, parents and children to help them to identify further areas of improvement. For example, changes were made to the room layout in response to children's interests and needs.
- Staff know children well, assess their progress accurately and plan their next steps for learning skilfully. Staff identify how they can enhance children's play to provide further challenge. For example, they help children use their mathematical understanding as they construct with large equipment outdoors.
- Children make good progress and are well-prepared for their future learning. They are motivated to learn and concentrate well as they play and explore.
- Staff support children's social skills well. For example, they teach children to manage their feelings and resolve any conflicts that arise. Staff are positive role models and manage children's behaviour well.

It is not yet outstanding because:

- Staff miss some opportunities to help children gain an even better understanding of the importance of eating healthily and managing potential risks.
- Parts of the daily routine interrupt children's play and exploration with unnecessary waiting and do not support them to explore and learn at their own pace.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about the importance of healthy eating and how to keep themselves and others safe while they play
- review and improve some elements of the daily routine to minimise the disruption to children's play and learning.

Inspection activities

- The inspector observed teaching practices, and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors the quality of teaching effectively to identify aspects of practice to develop further, and supports staff well. For example, following recent training, staff have introduced new ideas to help children develop their early literacy skills further. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any child protection concerns. Parent partnerships are strong. Staff keep parents well-informed about children's welfare and learning, to help them support children at home. They work closely with other providers to maintain a continuous approach to children's care, learning and development.

Quality of teaching, learning and assessment is good

Staff interact with children and engage them in learning successfully. For example, staff recognise when to play alongside children, and when to give them the time to solve problems independently. Staff support children's early literacy development skilfully. For instance, they encourage children to use writing in their role-play and capture children's imaginations as they share stories. Staff support children's understanding of the world effectively. For example, they help children understand how to look after the environment and teach children how to sort packaging for recycling.

Personal development, behaviour and welfare are good

Staff develop good bonds with children. They are calm and caring. Children are happy, secure and ready to learn. Staff support children's emotional security well. For instance, they use a range of successful strategies to help children cope when there is a slight delay in adult attention being provided. Staff help to raise children's awareness of the community they live in and teach them about the wider world. For example, children enjoy hearing about the adventures of 'teddy' as he travels around the world. Staff prioritise children's independence and help them become confident in their own abilities. For example, children show determination as they work out how to put on a coat when sleeves are inside out.

Outcomes for children are good

Children enjoy playing together and show kindness and consideration to others. For example, they discuss how to cheer up a teddy who is feeling sad and decide that finding a friend for him will make him happy. Children develop good communication and language skills and express themselves clearly and confidently. They start discussions with friends and adults and conversation flows. Children use their mathematical skills well as they play. For instance, they count accurately the number of candles on cakes they have made with dough.

Setting details

Unique reference number	133470
Local authority	Oxfordshire
Inspection number	1085739
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 - 5
Total number of places	26
Number of children on roll	44
Name of registered person	Chipping Norton Pre-School Committee
Registered person unique reference number	RP518027
Date of previous inspection	7 January 2015
Telephone number	01608 643376

Chipping Norton Pre-School registered in 1993. It operates in the grounds of Chipping Norton Secondary School, in Chipping Norton, in Oxfordshire. The pre-school is open Monday to Friday from 8.30am to 3pm, during term time. There are nine staff, of whom one holds a qualification at level 6, five hold a qualification at level 3, and two are qualified at level 2. The pre-school receives funding to provide free early education to children aged two, three and four years.

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