

Brize Norton Village Pre-School



Elderbank Hall, Station Road, Brize Norton, Carterton, Oxfordshire, OX18 3PS

Inspection date

28 March 2017

Previous inspection date

19 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider does not understand the requirement to inform Ofsted of changes to the committee. Ofsted have been unable to carry out all the required checks to determine the committee members' suitability for their role.
- On occasion, staff miss opportunities to help quieter children fully benefit from the wide range of activities to help extend their learning.
- Staff do not routinely collect detailed information from parents about children's skills on entry, to assess children's starting points and plan as fully as possible for their learning.
- The provider does not use self-evaluation effectively to identify weaknesses in the committee's responsibilities.

It has the following strengths

- The qualified staff team has a good knowledge of how children learn and develop. It teaches children a wide range of skills and interacts positively with them while they play. Children make consistently good progress in all areas of learning.
- Staff plan good opportunities for children to spend time in the fresh air, as part of supporting their health and well-being. For example, children enjoy spending time in their allotment growing vegetables.
- Staff work sensitively with children to teach them kindness and respect, and they help children to manage their behaviour. For example, children explained how they used timers to make it fair when sharing a toy.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure the required procedures are followed to enable Ofsted to check the suitability of all committee members. 28/04/2017

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

- enhance support for children who are quieter and do not engage so well in activities to help extend their learning
- gather more in-depth information from parents about children's abilities on entry to help plan precisely for their learning at the earliest opportunity
- use self-evaluation more effectively to clearly identify areas for development in the committee's leadership responsibilities.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, chairperson, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and staff evaluate many aspects of the provision to drive improvements. For example, the manager regularly checks children's progress and the quality of staff interactions. She uses this information to ensure outcomes for children are good and to address areas where children make weaker progress. For example, she has improved opportunities for boys to gain early reading and writing skills. She considers the views of parents, staff and children. However, self-evaluation is not fully effective. The provider has not ensured that Ofsted has been provided with the required information to complete all committee members' suitability checks fully. The committee members do not have unsupervised contact with children and they have had Disclosure and Barring Service checks. Therefore, there is no risk to children's welfare. The manager carries out suitability checks for all staff and provides ongoing support for staff to help them improve their skills. Staff attend training in safeguarding and have a good knowledge of the procedures to follow if they have a child protection concern. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that helps children achieve the next steps in their learning and extend from their interests. For example, they used a book to help children name and recognise the sea creatures with which they were playing. Staff provide two-year-old children with effective support to learn the basics to help with future learning. For example, staff encouraged children to share and asked them simple questions while they played with farm animals. Staff provide planned activity time for older children who are progressing up to school to learn to read and write. They keep parents well informed about their children's achievements and how to extend their children's learning at home.

Personal development, behaviour and welfare are good

Key persons work closely with parents to help children settle and feel secure. Staff have created a warm, welcoming and stimulating environment and children thrive. Staff teach children to follow healthy lifestyles and to stay safe. Staff help children to become independent and follow good hygiene practices. Children learn about various cultures and festivals. For example, parents share how their family celebrates Christmas in Italy.

Outcomes for children are good

All children make good progress relative to their capabilities. Children that receive additional funding for extra support catch up quickly with their peers. Children learn a good range of skills that prepares them for their future, including school. They play and explore happily and are keen to learn. Children are confident communicators. For example, at 'mat time' they express their ideas in front of an audience of their friends. Older children recognise shapes, count, solve problems and link sounds to letters.

Setting details

Unique reference number	134449
Local authority	Oxfordshire
Inspection number	1085746
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	39
Name of registered person	Brize Norton Village Pre School Committee
Registered person unique reference number	RP909038
Date of previous inspection	19 January 2015
Telephone number	07769617696

Brize Norton Village Pre-School registered in 1994. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open each weekday during term time from 9am until midday. Children may stay for lunch, until 1pm on Monday to Wednesday. There are afternoon sessions on Monday, Tuesday and Wednesday between midday and 3pm. All members of staff hold appropriate early years qualifications. The manager holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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