

Peep Pre-School

The Dovecote Centre, Nightingale Avenue, Oxford, OX4 7BU



Inspection date

Previous inspection date

11 May 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children enter the pre-school with confidence and enjoy the activities on offer. Staff know the children well and offer reliable support to help them make good progress.
- Staff observe and assess children's development effectively, to show how they are achieving and to seek early intervention if needed to support learning.
- Children's health is well maintained by staff and they are provided with a healthy snack. All areas of the provision, including activities, are fully risked assessed to maintain children's safety.
- Partnerships with parents are good. Staff keep parents well informed about their child's day. For example, they talk to parents daily and share observation and achievement records to help promote continuity in children's care.
- Recruitment procedures are effective. All staff have regular supervision, appraisals and team meetings to ensure that they are confident and capable to work with the children.
- Good self-evaluation procedures are in place to reflect on and improve the quality of provision for all children.

It is not yet outstanding because:

- On occasions, some children do not receive consistent messages to help them manage their behaviour, particularly about how their actions might affect others.
- Sometimes, activities are not organised well enough to maintain children's otherwise high levels of interest and engagement.

What the setting needs to do to improve further

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

- strengthen ways to help children manage their own feelings and gain an understanding of how their actions may affect others
- ensure that all activities and routines are organised to offer potential for all children to remain highly interested and engaged in their learning.

Inspection activities

- The inspector observed activities and learning experiences available to children.
- The inspector observed interactions between children and staff and spoke to the children.
- The inspector asked staff questions about their work and observed practice with the provider.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to some parents about their views and opinions of the provision and considered these.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff work well together and form good working relationships. The manager supports staff training and development well. For example, she encourages them to update their skills and knowledge through training to improve their teaching abilities. The manager monitors children's progress well, for example, through cohort tracking and discussions with staff. This allows her to identify and tackle any gaps in learning. Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to protect children's welfare. Partnerships with other professionals are good. For example, staff share information about children's learning and progress as required, to enable them all to work together to meet children's needs.

Quality of teaching, learning and assessment is good

Staff provide a varied range of activities based on children's interests, ages and stages of development. Staff support children's imagination skills well. For example, when reading stories to children, staff give the children props and small characters to re-enact the scenes being read. Staff support children's communication, language and mathematical skills well. For instance, when staff and children go out for their adventure walks, staff ask the children questions about what they hear and see, using numbers in conversations well, to develop children's learning.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure in the pre-school. For example, when children arrive they separate from their parent/carer with confidence and ease, including those who are fairly new. The key-person approach is well embedded in the pre-school. For example, staff offer new children extra support when needed and meet their needs well, as they are helped emotionally to quickly settle in. Staff are effective in modelling good manners. For example, children confidently say 'please' and 'thank you' without prompting as they are offered drinks and snacks. Staff encourage children to be physically active. For example, all children have opportunities to play outside and enjoy mark making with chalks and water.

Outcomes for children are good

All children are making good progress in their learning and development and are well prepared for the next stages in their learning. Children enjoy learning. For example, they enjoy exploring with sand and use a variety of pots and containers to experiment with. Children develop independence skills well. For example, they independently choose what to play with and confidently collect their coats and boots for outside play.

Setting details

Unique reference number	EY483773
Local authority	Oxfordshire
Inspection number	1002329
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	22
Number of children on roll	36
Name of registered person	Parents Early Education Partnership (PEEP)
Registered person unique reference number	RP534167
Date of previous inspection	Not applicable
Telephone number	01865 771 986

Peep Pre-School registered in 2014. The pre-school operates from a large open-plan room within the Dovecote Centre in Greater Leys, close to the centre of Oxford, Oxfordshire. The pre-school provides care for children within the local community. It is open Monday to Friday from 8.45am until 11.45am with a lunch club available and then 12.15pm until 3.15pm term time only. There is a fully enclosed garden available for children's outside play. There are seven staff that work with the children. Of these, four hold appropriate early years qualifications and the manager holds an early years degree.

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