

# Berinsfield Early Years Pre-school



Wimblestraw Road, Berinsfield, Wallingford, Oxfordshire, OX10 7LZ

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 24 May 2017  |
| Previous inspection date | 5 March 2015 |

| <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

- Children are confident and happy in the pre-school. They enjoy a varied amount of play activities that support their interest and help them to make good progress.
- Staff know the children well and support their development effectively. Their regular use of observations and tracking records helps to securely identify next steps in learning.
- Children form good relationships with others and share well. Staff support the children's self-confidence well, for example, they give regular praise for achievements.
- Communication with parents and other professionals is good. For example, parents receive regular information to include them in their children's development and to help to support ongoing learning at home.
- The manager and staff monitor children and reflect well on their practice. They share information proactively with each other. For example, they have daily chats and regular meetings to formalise planning and discuss areas for future development.

### It is not yet outstanding because:

- Children's knowledge and understanding of similarities and differences in people in the world around them are not as well supported as other aspects of their learning.
- Staff do not consistently teach children why certain rules are in place for the daily tasks and routines in which they are involved.

## What the setting needs to do to improve further

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others, to further develop their awareness of diversity
- enhance children's understanding of why daily routines and rules are in place.

### Inspection activities

- The inspectors observed activities and learning experiences available to children.
- The inspector spoke to some parents about their views and opinions of the provision and took these into consideration.
- The inspector observed interactions between children and staff and spoke to children.
- The inspector asked staff questions about their work and observed practice with the registered provider.
- The inspector sampled documentation.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Safer recruitment procedures are maintained to help ensure all staff working with children are safe and suitable to do so. Staff have a good understanding of their role and responsibility for child protection and are secure in the referral process to follow. Staff regularly attend training, such as safeguarding, and have regular opportunities to extend their knowledge further. For example, staff have recently undertaken training on mathematics to help them reflect and develop ways of interlinking mathematics skills in everyday play. The manager encourages the staff team well. For example, she offers regular supervisory sessions and monitors their practice to improve their skills well. The manager monitors children's progress well through the tracking of individual and groups of children and through discussions with staff. This allows her to identify and tackle any gaps in learning.

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

Staff greet and welcome children warmly as they enter the pre-school with confidence. Children settle and enjoy a good range of toys and resources which provides interest and supports their learning well. For example, children enjoy exploring with dough and make cakes for their teddy bear picnic later in the day. Staff help children to be creative and use their imagination well. For instance, children enjoy pretending to be builders and have fun building with construction toys. Staff support children's communication and language skills well. For example, staff read books to children and engage them successfully as they ask interesting questions, helping to develop their learning further.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure. Staff offer good support to children and implement the key-person approach well. Staff encourage children to become independent and to develop their self-help skills, for example, when preparing to go outside to play and at mealtimes. Staff promote healthy eating well and encourage children to be active and develop their physical skills. For example, children explore on the large equipment in the garden and eagerly participate in ball games.

### Outcomes for children are good

All children progress well in their learning and development from their starting points and are well prepared for the next stages in their learning. Children enjoy learning. For example, they have fun as they play on two-seater tricycles together. Children enjoy being creative and develop good literacy and mathematical skills. For example, children enjoy matching the number of bears they have found to the printed number and enjoy making marks with water and paint brushes outside.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY426703  |
| <b>Local authority</b>                           | Oxfordshire   |
| <b>Inspection number</b>                         | 1094809   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 5   |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 41  |
| <b>Name of registered person</b>                 | Berinsfield Pre-School Committee  |
| <b>Registered person unique reference number</b> | RP910407  |
| <b>Date of previous inspection</b>               | 5 March 2015  |
| <b>Telephone number</b>                          | 01865340212   |

Berinsfield Early Years Pre-school opened in 1991 and registered at its current premises in 2011. The pre-school opens Monday to Friday, from 8.45am to 3.15pm, during term time only. The pre-school receives funding for the provision of free early education for children aged three and four years. There are five staff members who work with the children. All staff hold relevant qualifications, including one who has qualified teacher status and another who has early years professional status.

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