

Appleton Village Preschool

Appleton Village Hall, Oaksmere, Appleton, Abingdon, Oxfordshire, OX13 5JS



Inspection date

15 May 2017

Previous inspection date

23 June 2015

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- The manager who has lead responsibility for safeguarding children lacks understanding of her role. She does not provide support, advice and guidance to other staff on an ongoing basis, to help them to keep up to date and know about more recent safeguarding matters and guidance.
- Although children are not significantly at risk, Ofsted has not been provided with the required information to complete suitability checks on all committee members.
- The organisation of staff does not effectively provide adequate supervision and support for children. On occasions, staff are not alert to children taking risks that compromise their safety.
- The manager does not effectively monitor the arrangements staff use to share their assessments or encourage regular discussions regarding the next steps in children's individual learning. This hinders children from making consistently good progress.
- Leadership and management systems for reviewing the provision to identify areas for improvement, are not rigorous enough. The monitoring of staff practice is not fully effective in ensuring that every child achieves the best possible outcomes.

It has the following strengths

- Children enjoy a range of opportunities to develop their imagination and creativity. For example, they confidently represent their ideas using paint and play dough, following a space station theme, giving them a sense of achievement.

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 that the member of staff with lead responsibility for safeguarding provides support, advice and guidance to staff on an ongoing basis, including any advice and guidance issued by government | 01/06/2017 |
| ■ provide Ofsted with the required information to check the suitability of individuals or members of the committee | 01/06/2017 |
| ■ ensure that children are supervised effectively at all times to meet their individual needs and keep them safe, with particular regards to the climbing equipment | 25/05/2017 |
| ■ improve the arrangements for monitoring and sharing children's level of achievement, and help staff to use the information gained to plan and provide learning experiences to meet each child's next steps in learning. | 01/08/2017 |

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

- use self-evaluation effectively to identify and address any breaches of requirements and areas for development, to improve the provision
- strengthen the procedures for monitoring staff practice to identify and target any weaknesses in teaching and training needs.

Inspection activities

- The inspector observed activities in the main base room and the outdoor space.
- The inspector carried out a joint observation with the manager, and checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff do not implement an effective safeguarding policy and procedures. They have limited knowledge of safeguarding matters, including how to recognise children who may be at risk from extreme behaviours and views. The provider has failed to inform Ofsted of changes to new committee members. However, they do not have direct contact with the children and have Disclosure and Barring Service Checks. Staff do not always supervise children appropriately and at times, have their backs to children climbing and jumping from great heights off the indoor apparatus. The manager is in the early stages of supporting effective professional development. For instance, she observes staff while working alongside them. However, this is not fully effective in monitoring practice, the quality of teaching and planning for children's learning. She does not support staff's individual training and development needs well. Self-evaluation is not effective in identifying and prioritising weaknesses to meet all requirements.

Quality of teaching, learning and assessment requires improvement

Staff have a sound understanding of how children learn. They provide a wide range of activities to support children's development. Staff regularly carry out observations to monitor children's progress. However, the staff team do not exchange enough information to support children's individual learning priorities. Nonetheless, staff engage in children's play, encouraging them to explore and allowing them to follow their own interests. For instance, children played excitedly in the space station role play area, supported by staff to count backwards from 10 to blast off. Children make marks with pencils and staff offer good support while children choose to look at books.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management lead to children's overall safety being compromised. However, children behave well and develop close bonds with staff. Children's emotional development is addressed well with effective settling-in procedures that are agreed with parents. Children's self-esteem is boosted, for instance, staff acknowledge their efforts with praise and encouragement. Children learn about the wider world. Staff help children to respect each other, share and take turns. Parents appreciate the information they receive about any new things their child has achieved.

Outcomes for children require improvement

Children are developing some of the skills and attitudes that will support their future education. For example, older children develop an understanding that words have meaning. Some children make careful attempts to write their names. Younger children enjoy outdoor activities, increasing their coordination skills and developing control over their movements.

Setting details

| | |
|--|---------------------------------------|
| Unique reference number | 133395 |
| Local authority | Oxfordshire |
| Inspection number | 1089466 |
| 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 | 26 |
| Number of children on roll | 26 |
| Name of registered person | Appleton Village Pre-School Committee |
| Registered person unique reference number | RP910502 |
| Date of previous inspection | 23 June 2015 |
| Telephone number | 01865 862107 or 07500 453723 |

Appleton Village Pre-School registered in 1993. It operates from Appleton Village Hall, near Oxford. It operates during school term time, from 9am to 12 midday on a Monday, and from 9am to 3pm on a Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for children aged three and four years. There are five staff working with the children and they have early years qualifications at level 3 or above.

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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