

Yarnton Preschool

Rutten Lane, Yarnton, Kidlington, Oxfordshire, OX5 1LW



Inspection date

18 September 2017

Previous inspection date

17 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 chair of the committee is not fully aware of her role and responsibilities. She has failed to report required events to Ofsted within the specified time, with regards to safeguarding. This is a breach in the Early Years Register and the Childcare Register requirements.
- On occasions, staff ask children lots of questions and do not give them the time they need to respond with their own knowledge and thoughts.
- The manager does not consistently make the best use of tracking of groups of children to help them to reach the highest outcomes possible.

It has the following strengths

- Staff provide a wide range of experiences and activities to help to promote children's areas of learning well. All children make good progress from their starting points, including those who have special educational needs and/or disabilities.
- Children benefit from regular access to interesting outside areas. They get plenty of fresh air and opportunities to develop their physical skills.
- Children show good levels of independence. For example, they find tissues to blow their own noses and wash their hands afterwards to prevent the spread of infection.
- Since the last inspection, the manager has made many improvements. For example, she accessed training for staff to help increase partnerships with parents in promoting children's outcomes at home, particularly in mathematics and literacy. Staff have introduced exciting opportunities for children and parents to share resources, such as books from the setting and ideas on how to explore numbers.

What the setting needs to do to improve further

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

Due Date

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| ■ ensure that the chair of the committee is fully aware of their role and responsibilities and the information they must provide to Ofsted, with particular regards to safeguarding. | 25/09/2017 |
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To further improve the quality of the early years provision the provider should:

- make better use of every opportunity to encourage children to think and respond with their own thoughts and ideas, in their own time
- enhance the use of tracking of children's progress even further to raise children's outcomes to the highest possible levels.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff, the manager and the chair of the committee.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a clear understanding of what to do if they have concerns about a child's welfare. However, the chair of the committee is less familiar with her full responsibilities and does not always report information that is required by Ofsted, with particular regards to safeguarding. Staff monitor their robust accident procedures regularly to help identify any trends, and they use this information to minimise any potential risks to children. The manager supervises staff effectively and supports their ongoing professional development well. For example, she introduced new planning to help staff to identify experiences to promote each individual child's next steps in learning. The manager carries out ongoing self-evaluation to help her to identify areas for future development for the provision. For example, she has reorganised the lunchtime routines to make them more effective following suggestions from parents.

Quality of teaching, learning and assessment is good

Staff carry out accurate observations on children's achievements and use their information well to assess and plan towards their next stages in learning. Since the last inspection, staff have increased the opportunities for children to develop good mathematical skills during their play. For example, children confidently count the number of children in their groups and join in with number songs. Staff challenge them to recognise numbers and begin to add and subtract in everyday routines. They follow children's interests well and help to extend their understanding of the world. For example, children were very excited when they saw a grass cutter in the school field. Staff went outside with the children to get a closer look and to teach them new vocabulary as they learned about the different machines people use to cut grass.

Personal development, behaviour and welfare are good

Staff are welcoming and friendly, and children settle into the pre-school well. Children behave well. Staff act as good role models and encourage children to be kind and polite to each other. They supervise children closely to help to keep them safe as children move freely between the pre-school and outdoor areas. For example, they teach children how to carefully swing a golf club when playing new sports with other children. Staff regularly assess the environments, particularly outside, to help them to identify and minimise risks to children. Staff work in close partnerships with other professionals and settings to help to build consistency in children's care and learning.

Outcomes for children are good

Children show lots of confidence and they learn good skills to support their future learning, including those who have special educational needs and/or disabilities. Children practise their early literacy skills. They write letters with sticks in the mud and write familiar letters in their names on their pictures. Children develop good communication and language skills and are confident speakers. For example, they use lots of descriptive words as they compare different-textured materials.

Setting details

Unique reference number	133975
Local authority	Oxfordshire
Inspection number	1079013
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	28
Number of children on roll	63
Name of registered person	Yarnton Playgroup Committee
Registered person unique reference number	RP904647
Date of previous inspection	17 November 2016
Telephone number	0749898538

Yarnton Preschool registered in 1969 and operates in Yarnton, Oxfordshire. The pre-school is open each weekday during term time, from 8.45am until 3pm. There are 10 members of staff who work with the children. Of these, four staff have appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children who have special educational needs and/or disabilities.

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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