

Appleton Village Preschool

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



Inspection date

26 September 2017

Previous inspection date

15 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The committee, management and staffing team have made some significant improvements to the pre-school since the last inspection. They have met the actions raised at the last inspection and demonstrate a strong drive to continually improve.
- Management implements robust recruitment and suitability procedures for staff. This helps to keep children safe.
- Outcomes for children are good. Staff have a good understanding of how children learn and develop. They plan purposefully for the children, and reliably observe and track the children's development to monitor they are making good progress.
- Staff set up a welcoming environment for the children and provide a good range of activities that offer interest. Children demonstrate that they feel safe and secure in the pre-school environment and they enter with confidence.
- Partnerships with parents are strong. Staff ensure parents are well included in their children's development. For example, staff talk to and meet up regularly with parents and send home update emails to share their children's progress and next steps in development.

It is not yet outstanding because:

- Staff do not consistently help children learn more about what makes them unique and the similarities and differences between themselves and others.
- Staff do not consistently extend children's learning about the world. For example, where the food they are eating comes from and how healthy eating affects our bodies.

What the setting needs to do to improve further

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

- increase children's understanding of what makes them unique, similar and different from their friends
- provide more opportunities to build on children's understanding of the wider world.

Inspection activities

- The inspector observed activities and learning experiences available to children.
- The inspector spoke to some parents about their views and opinions of the provision and considered these.
- 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. All staff have a strong understanding of their role and responsibility to safeguard children, including what to do if they have concerns about a child's welfare. Since the last inspection, staff have received a positive amount of training to aid them in improving their skills and practice. For example, all staff have had training around quality interactions. This has helped the staff to fully understand how to support children's communication skills and build on their play experiences. Good supervisory and appraisal programmes help to ensure that staff feel supported and capable within their roles. Staff have good working relationships with other professionals involved in children's care, which helps them to maintain continuity in care. Self-evaluation processes are purposeful and enhanced by the good working relationships between staff, committee and advisers to help improve the quality of the provision and outcomes for children.

Quality of teaching, learning and assessment is good

The manager reviews children's ongoing development well and ensures children have targeted learning plans in place to meet their individual needs. For example, this term she has a new system to assist her and the team to gain a fuller picture when monitoring children's progress. Staff encourage children's communication and language skills well. For example, they ask children questions about their play and give them time to answer, to support their speaking and thinking skills well. Children enjoy being imaginative and staff support their ideas well. For example, when children explore with shells and place these to their ears, staff ask them what they can hear. Staff support children's creativity and role-play activities well. For instance, while children pretend to make meals, staff encourage them to extend their creativity further and feed their dolls.

Personal development, behaviour and welfare are good

Staff support children and enhance their independence and social skills well. For example, children are helped by staff to pour their own drinks at snack time and are encouraged to chat informally to their friends at mealtimes. Children behave well and staff effectively support their developing understanding of safety. For instance, as children play with the toy kitchen to bake their dough creations, staff talk to them about the importance of being careful as real ovens are hot. Staff encourage children to be physically active. For example, all children have opportunities to play outside and enjoy riding bicycles, jumping across the stepping stones and being physically active with water.

Outcomes for children are good

All children are progressing well from their starting points and are well prepared for their next stages in their learning. Children are motivated. They enjoy the activities on offer and these enhance their learning and development well. For example, children have fun exploring and experimenting with sand as they use a variety of pots and containers. Children are confident in their mathematical knowledge and are beginning to count and compare sizes well as they play with scales and toy bears.

Setting details

Unique reference number	133395
Local authority	Oxfordshire
Inspection number	1099446
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	25
Number of children on roll	10
Name of registered person	Appleton Village Pre-School Committee
Registered person unique reference number	RP910502
Date of previous inspection	15 May 2017
Telephone number	01865 862107 or 07500 453723

Appleton Village Preschool registered in 1993. It operates from Appleton Village Hall, near Oxford. It operates during school term time, from 9am to midday on Monday and from 9am to 3pm on Tuesday, Wednesday and Thursday. The pre-school receives funding to provide free early education for children aged three and four years. There are three staff working with the children and they all 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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