

Checkendon Pre-School

Checkendon Village Hall, Main Street, Checkendon, Oxon, RG8 0SR



Inspection date

22 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff lack confidence in their knowledge of wider safeguarding issues, such as the 'Prevent' duty.
- Staff do not routinely gather enough information from parents about children's achievements to assess their development from when they start. They do not consistently plan challenging experiences tailored to individual children's needs to help them make the best possible progress.
- On occasions, staff miss opportunities to encourage children to share their own ideas and thoughts.
- Staff do not provide regular opportunities for children to learn about the similarities and differences between one another, with particular regard to their home languages and backgrounds.

It has the following strengths

- Staff help children to develop suitable literacy and mathematical skills through everyday opportunities and experiences.
- Overall, children make typical progress for their ages and stages in development and show suitable levels of confidence and motivation to learn.
- Children's behaviour is good. Staff support children to learn to behave well, form friendships and play cooperatively.

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 all staff have an up-to-date knowledge of the wider range of current safeguarding issues, including the 'Prevent' duty	02/10/2017
■ improve the information gained from parents about children's starting points, and make assessments more precise and use them effectively to plan challenging activities, indoors and outdoors, based on what children need to learn next.	09/10/2017

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

- enhance the monitoring of staff practice so that it focuses on training and on raising the quality of teaching to even higher levels
- enhance the opportunities for children to learn about each other and celebrate their differences and similarities, with particular regards to their home languages and backgrounds.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector accompanied the staff and children on a walk to the woods and undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- 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/Charlotte Jenkin

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has not fully established systems to support staff's professional development. She does not fully focus on monitoring and improving the quality of teaching. Safeguarding is effective. Staff have a basic understanding of the signs that a child may be at risk of harm and what to do if they have concerns about a child's welfare. However, they do not have a secure understanding of more recent guidance about wider safeguarding issues, such as the 'Prevent' duty. Parents share their positive views. They are involved in their children's learning and know that their children are happy at the pre-school. Staff gather information from parents about their children's interests and any views and suggestions for future improvements of the setting. However, they do not consistently seek enough information to help them to assess children's starting points and quickly plan to help them move on to their next steps in learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff carry out some observations and the manager uses these to monitor and assess children's achievements over time. However, they do not consistently plan a wide variety of activities to support and challenge each child's individual learning. Staff encourage children to begin to use their senses during everyday experiences. For example, during a walk, children listen and recognise the sounds of birds and leaves blowing in the breeze. However, on occasions, staff ask children lots of questions and tell them the answers, without giving children the time they need to share their own knowledge and thoughts.

Personal development, behaviour and welfare require improvement

As some staff are unfamiliar with all aspects of child protection, children's welfare is not fully supported. Despite this, children settle into the pre-school well and seem happy and secure. Staff encourage children's independence. For example, children help prepare the tables for mealtimes. Children enjoy regular outings and opportunities to exercise. For example, they practise riding bicycles and scooters. Staff help children to begin to develop some awareness of how to keep themselves safe. For instance, they remind them of road safety before going on outings. Staff make suitable relationships with other settings that children attend to help to build some consistency in children's care and learning. Staff do not consistently help children learn about their own and others' backgrounds.

Outcomes for children require improvement

Overall, children make suitable progress. However, due to the variable quality of teaching, assessment and planning, they do not consistently make the best possible progress. Children develop some useful skills in readiness for the next stage in their learning and their eventual move to school. For example, they are confident to manage their personal needs. Children begin to practise their early reading skills. For example, they learn different words and objects that all begin with the same sounds. They concentrate and listen well during group times.

Setting details

Unique reference number	EY491472
Local authority	Oxfordshire
Inspection number	1021075
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	30
Number of children on roll	18
Name of registered person	Checkendon Pre-School CIO
Registered person unique reference number	RP534754
Date of previous inspection	Not applicable
Telephone number	01491 682589

Checkendon Pre-School re-registered in 2015 and operates from the village hall in Checkendon, Berkshire. The pre-school is open each weekday from 7.30am to 3.30pm, during term time only. There are four members of staff, three of whom have relevant childcare qualifications. The manager has a foundation degree in early childhood education.

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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