

Long Wittenham Pre-School

Village Hall, High Street, Abingdon, OX14 4QH



Inspection date

25 September 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff make good use of their observations to plan stimulating activities to successfully support children's learning. They are quick to respond to children's interests and assess their progress well.
- Staff care for children in an exceptional way. Children form excellent close relationships with staff and thrive in a warm and caring environment. Strong emotional attachments have a positive effect on the way children develop their independence.
- Staff provide a stimulating environment and well-timed interactions to effectively support children's developing communication skills. For example, staff add signs, prompts and unusual resources to activities, for children to explore. They use these materials effectively to enrich children's responses, imagination, listening, and speaking skills.
- The strong management team makes good use of its self-evaluation systems. The team reviews and evaluates the quality of its provision effectively. Enthusiastic staff share focused development plans and respond with timely actions. This has a positive effect on children's achievements.

It is not yet outstanding because:

- Staff do not place a sharp focus on extending the learning opportunities that arise, or sharing children's next steps effectively with other staff, to aid consistency of support.
- Staff do not consider planning a range of opportunities to encourage children's understanding of everyday technology, to extend their growing understanding of the modern world.

What the setting needs to do to improve further

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

- strengthen arrangements for staff to target and share information about children's next steps in learning with other staff, to provide consistent challenges for children's learning
- offer more opportunities for children to use information and communication technology in their play and learning, to further support their understanding of the world.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the 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 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 good

Safeguarding is effective. All staff understand their responsibility to protect children and know the procedures to follow if they have any concerns. Thorough recruitment, induction and appraisal procedures help ensure that adults working with children are suitable. Staff have good opportunities to complete training and discuss good practice to help raise the quality of teaching and improve outcomes for children. In particular, staff have looked at ways to successfully support literacy and mathematics in all environments. The manager monitors children's overall development well and identifies where children, or groups of children, may need additional support. Staff work effectively to seek parents' views and involve them in the pre-school. Parents feel included and speak highly of the staff team. Staff build effective partnerships with local schools and other settings.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how young children develop and learn. They engage effectively with children and support their investigations with great skill. For example, they help children to explore construction materials, set challenges and encourage them to suggest what they can make. Older children are encouraged to think of ways to solve problems for themselves. Staff provide a range of opportunities for children to explore counting, identify numbers, and match colours and shapes. Staff support children's language skills well. For instance, they carefully phrase questions to build on what children already know and introduce new words, such as 'mini-beasts' and 'habitats'.

Personal development, behaviour and welfare are outstanding

The strong skills of key persons are highly successful in supporting children's sense of achievement and commitment to learning. Children make excellent choices and decisions in their play. Staff provide exceptional support for children's understanding of how to be successful learners. Staff are highly skilled and sensitive in welcoming all children. They particularly go out of their way to welcome new children. For instance, they send postcards to children before they begin, to welcome and help them to become familiar with their key person. Staff make excellent use of all areas of the pre-school and garden to present exciting and inviting spaces, motivating children exceptionally well to follow their interests and develop their skills. For example, children have immense fun and extend their creativity and imagination making dens to explore innovative resources and act out stories about woodland animals. Children's behaviour is excellent.

Outcomes for children are good

All children make good progress and particularly make impressive progress in their personal and social development. They develop curiosity and have highly positive attitudes towards learning. They are extremely independent and confident to make choices about their play. Children develop a range of skills that support their readiness for the next stage of their learning and their eventual move on to school.

Setting details

Unique reference number	EY489287
Local authority	Oxfordshire
Inspection number	1013301
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Long Wittenham Pre-School
Registered person unique reference number	RP909000
Date of previous inspection	Not applicable
Telephone number	01865 407417

Long Wittenham Pre-School is an existing provision that re-registered in 2015 as a Charitable Incorporated Organisation. The pre-school operates from the village hall in Long Wittenham, Oxfordshire. The pre-school is open from 8.45am to 3pm on Mondays, Wednesdays and Fridays, from 8.45am to 1pm on Tuesdays, and from 8.45am to midday on Thursdays, during term time only. The pre-school employs six members of staff. Four staff are qualified from level 2 to level 5 and two staff are unqualified.

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