

# Faringdon Pre-School

Canada Lane, Faringdon, Oxfordshire, SN7 8AH



## Inspection date

1 November 2017

Previous inspection date

8 October 2014

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

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to complete the necessary notifications to Ofsted regarding changes to the committee. This means Ofsted has been unable to carry out all the required checks to determine the committee members' suitability for their role.
- The provider has insufficient knowledge of the statutory requirements, including how to deal with any allegations made against staff.
- Staff do not organise some planned activities fully effectively to help all children remained focused and engaged.
- On occasions, staff miss opportunities to reinforce children's understanding of healthy lifestyles further.

### It has the following strengths

- Children make good progress and are ready for the next stage in their learning. The manager tracks children's progress effectively and uses this information to identify and help those children who need support to catch up with their peers.
- Staff are warm and caring. They form good relationships with children. Children are happy and settled, and enjoy their time at the pre-school.
- The manager and staff team are motivated to improve their practice. Recent training has helped them to improve the way they support children to enhance their mathematical development. For example, they have increased the range of mathematical resources and activities in the outdoor environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

|   | <b>Due Date</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>■ ensure the required procedures are followed to enable Ofsted to check the suitability of all committee members</li> </ul>  | 01/12/2017      |
| <ul style="list-style-type: none"> <li>■ ensure the provider improves knowledge and understanding of statutory requirements, especially in relation to changes to be notified to Ofsted and what to do if an allegation is made against a member of staff.</li> </ul> | 01/12/2107      |

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

- review further the organisation of some planned activities to engage all children fully
- make the most of opportunities to support children's understanding of the importance of healthy foods in relation to leading a healthy lifestyle.

### Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children, and took account of their views.
- The inspector held a meeting with the manager and looked at a sample of relevant documentation, and evidence of the suitability of staff working in the pre-school.
- The inspector held a discussion with the provider about her knowledge and understanding of the safeguarding and welfare requirements, and learning and development requirements.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has not notified Ofsted of changes to committee members as required. Some committee members have not completed the required documentation to enable Ofsted to complete suitability checks. The provider has a poor knowledge and understanding of the statutory requirements, and how to implement these. She does not know the correct procedures to follow should any allegation be made against staff. These weaknesses compromise children's safety. Safeguarding is ineffective. However, the manager and staff have a good understanding of what to do if they are concerned about a child's welfare. The manager and staff evaluate the provision and their practice on a regular basis to make improvements that benefit children.

### Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. They use this information well to plan for children's future development. Staff engage parents well in supporting their children's learning at home, such as by sharing information, ideas and resources. Children take part in a good range of activities to support their understanding of the world and their community, such as growing their own vegetables and learning about recycling. Staff support children to be imaginative in their play and join in with their games. For example, children giggle and laugh with delight as they pretend to run away from a 'monster'.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's safety and welfare cannot be assured. Staff encourage children to carry out achievable tasks to develop their independence skills. For example, children enjoy the responsibility of serving their own food and pouring their own drinks at snack time. Children learn to take appropriate risks in their play. For example, they thoroughly enjoy riding tricycles down a slope in the garden and learn quickly to stop before colliding with an obstacle. Staff are positive role models and encourage children to be kind and respectful to each other. They model good manners and foster children's social skills, including promoting turn taking and sharing of resources. Children behave well.

### Outcomes for children are good

All children make good progress in their learning. Children develop their early literacy skills well. For example, they identify letter sounds correctly when completing an alphabet puzzle. Children gain a good mathematical understanding. For instance, they confidently count beyond 10 and are learning to recognise numbers. Children acquire the skills they need for future learning and in readiness for school.

## Setting details

|  |                                |
|--|--------------------------------|
| <b>Unique reference number</b>                   | 133722                         |
| <b>Local authority</b>                           | Oxfordshire                    |
| <b>Inspection number</b>                         | 1070262                        |
| <b>Type of provision</b>                         | Full-time provision            |
| <b>Day care type</b>                             | Childcare - Non-Domestic       |
| <b>Registers</b>                                 | Early Years Register           |
| <b>Age range of children</b>                     | 2 - 4                          |
| <b>Total number of places</b>                    | 25                             |
| <b>Number of children on roll</b>                | 42                             |
| <b>Name of registered person</b>                 | Faringdon Pre-School Committee |
| <b>Registered person unique reference number</b> | RP518059                       |
| <b>Date of previous inspection</b>               | 8 October 2014                 |
| <b>Telephone number</b>                          | 01367 242 801                  |

Faringdon Pre-School opened in 1979 and registered with Ofsted in 1993. It operates from the grounds of Faringdon Primary School. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are seven staff who work directly with the children. Of these, four hold an appropriate early years qualification at level 3. The manager has early years professional status.

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