

Freeland Preschool

Freeland Partnership, Foundation Stage Unit, Freeland CE Primary School,
Parklands, Freeland, Witney, Oxfordshire, OX29 8HX



Inspection date

31 October 2017

Previous inspection date

16 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager and staff have a good understanding of how children learn. They provide an exciting and well-resourced environment and children are motivated to learn. Children are confident and make good progress from their initial starting points.
- Staff are good role models. They positively reinforce good manners and provide plenty of praise and encouragement to help raise children's confidence and self-esteem. Children demonstrate a clear respect and kindness towards others.
- Partnerships with parents are good. The manager and staff use a wide range of strategies to engage parents, and share information about children's achievements. Parents comment that they value the individual care and learning their children receive.
- The manager leads her staff team well. She has a clear understanding of staff's strengths and accurately identifies areas of the provision for further development. She has addressed the recommendation set at the last inspection successfully to maintain good outcomes for children.

It is not yet outstanding because:

- The newly appointed manager and staff are not fully using the information gathered from assessments to track the progress of different groups of children, to target teaching even more precisely and ensure all children make the best possible progress.

What the setting needs to do to improve further

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

- track the progress of different groups of children to identify any emerging trends in their development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, and staff suitability checks. She discussed the setting's self-assessment and procedures to monitor children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written testimonials on the setting's website.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff keep up to date with changes in child protection legislation. They fully understand the process to follow should they have a concern about a child's welfare. The manager follows rigorous recruitment and induction procedures to help ensure all staff remain suitable for their roles. The manager has clear expectations of her staff team. For example, she monitors the quality of their teaching and uses appraisals, supervision and team meetings to help develop their practice further. The manager targets training that will benefit children. For example, staff enhance their understanding of behaviour management strategies so that they are able to provide effective support for individual children. The manager and staff work well with other professionals to help support continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children as they play. They identify children's next steps in learning and plan activities that link to children's interests effectively. Staff support children's communication and language skills well. For example, they encourage them to describe how worms feel and model new words, such as 'grasshopper' and 'cricket' as they sort insects. Staff ignite children's imagination and creativity well. For instance, children make pictures of spider webs, enthusiastically explore materials to make 'magic potions' and pretend that pieces of spaghetti are worms. Children test out their theories successfully. For example, they eagerly investigate how far cars will travel and what materials will float.

Personal development, behaviour and welfare are good

Staff support children's emotional development well. For example, children develop very close relationships with them and settle quickly. Staff have a clear understanding of safety and security. They deploy themselves effectively, are vigilant and ensure that children play in a secure environment. Staff teach children about healthy lifestyles. For example, children have nutritious snacks and wash their hands without prompting. Children enjoy outdoor play and daily fresh air. For instance, they eagerly ride bicycles, dig for numbers in the sand and confidently use scooters. This effectively helps to develop their physical skills. They learn about festivals of different faiths and learn about the customs and beliefs of others.

Outcomes for children are good

Children learn a wide range of skills in readiness for school. They are sociable, confident and independent. Children demonstrate their growing literacy skills. They recognise and begin to write their name. Children gain a particularly good understanding of early mathematics. For example, they sort, count and sequence objects. Older children confidently discuss measurement and compare distances.

Setting details

Unique reference number	EY311737
Local authority	Oxfordshire
Inspection number	1070701
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	12
Number of children on roll	17
Name of registered person	Freeland Pre-school Committee
Registered person unique reference number	RP905911
Date of previous inspection	16 September 2014
Telephone number	01993 882 945

Freeland Preschool registered in August 2005. It is a committee-run group, which operates from a purpose-built room on the primary school site in the village of Freeland, Oxfordshire. There are links with the early years foundation stage provision in the school forming part of the Freeland Partnership Foundation Stage Unit. The setting provides 'early bird' care from 8.45am to 9.15am, morning care from 9.15am to 12.15pm and afternoon care from 12.15pm to 3.15pm. There are six staff working with the children, including the manager who has early years professional status. Three staff have childcare qualifications between level 3 and level 5. The pre-school is in receipt of funding to provide free early education.

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