

# RAF Brize Norton Pre-School

Stanmore Crescent, Carterton, Oxfordshire, OX18 3UG



<b>Inspection date</b>	13 November 2017
Previous inspection date	9 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 show a good understanding of how children learn. They provide a stimulating range of activities indoors and outdoors. Children are well motivated and eager learners who make good progress from their initial starting points.
- Staff effectively promote children's emotional well-being. Children quickly develop close and trusting relationships with them. They are happy and settled in a welcoming and caring environment.
- Partnerships with parents are very successful. They are fully involved in children's learning and know how they may continue to support this at home. Parents speak highly of staff and talk about how much their children look forward to attending.
- The manager and staff regularly reflect on their practice to identify areas for improvement. They have successfully addressed the recommendations identified at the last inspection. For example, they have developed the outside environment further to provide stimulating experiences across all areas of learning.

### It is not yet outstanding because:

- Occasionally, staff do not provide all children with the best possible opportunities to play and learn during group activities.
- Staff do not collect enough details about what children know and can do at home. This means that they sometimes do not have precise information to help plan to support children's progress from the very beginning.

## What the setting needs to do to improve further

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

- ensure that staff organise group activities to make the most of opportunities for all children to play and learn
- extend the range of information gathered from parents when children first start attending, to help support children's progress from the very beginning.

### 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.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow in the event of concerns about a child's welfare and keep up to date well with changes in legislation. The manager has rigorous recruitment and vetting processes to ensure that each member of staff remains suitable for their role. She carries out regular supervisory sessions and observations of staff to help assess and target improvements in practice. For example, staff talk about enabling environments training and the positive impact that this has on their understanding of children's abilities to concentrate and on improving children's outcomes. The manager successfully monitors and tracks children's progress, identifies any emerging gaps in their development and secures appropriate interventions. The manager and staff fully understand the need to work with other professionals to help support continuity of children's care and learning.

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

Staff make regular and precise assessments of children's development. They use these effectively to plan activities that engage children well and help them to achieve their next steps in learning. Staff promote children's language and communication skills effectively. For example, they use lots of repetition of words, talk to the children about what they are doing and model new words to extend their vocabulary. Children are curious, eager to explore and learn about technology. For instance, they find objects that are encased in ice and confidently use cameras to record what they have found, fascinated as the ice melts and objects float to the surface. Staff support children's developing interest in early reading well. For example, children enthusiastically search for their favourite characters outside and learn to retell stories.

### Personal development, behaviour and welfare are good

Children develop close relationships with their key person. They demonstrate they are happy and confident. 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. Staff talk to children about how to look after themselves. For example, children follow good hygiene routines, such as handwashing. Children have daily fresh air and exercise. They access a safe and well-resourced outdoor area. Staff provide experiences to help children learn about the world around them and other cultures, such as Chinese New Year and Diwali.

### Outcomes for children are good

All children are developing a wide range of skills, which prepares them well for school. They confidently select resources, initiate their own play and help with appropriate daily tasks. Children have a good understanding of mathematics and use mathematical language well. For example, they count, sort, identify a range of shapes during play and talk about quantity as they measure out the ingredients to make dough. Children develop good social skills and play cooperatively with one another.

## Setting details

<b>Unique reference number</b>	EY281461
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1085813
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	RAF Brize Norton Pre-School Committee
<b>Registered person unique reference number</b>	RP907290
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	01993 897215

RAF Brize Norton Pre-School registered in 1999. The pre-school provides care Monday to Friday during term time. The morning session operates from 8.30am to 11.30am, and in the afternoon from 12.15pm to 2.45pm. There are eight staff working with the children, two of whom are unqualified and six have early years qualifications at level 3. The pre-school is in receipt of funding to provide free early education.

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