

# Camel Pre-School

Stockham CP School, Stockham Way, Wantage, Oxfordshire, OX12 9HL



<b>Inspection date</b>	18 November 2017
Previous inspection date	8 September 2014

<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

- Staff manage children's behaviour well. Children learn to follow instructions, share, take turns and play harmoniously together. Their behaviour is good.
- Staff support children well through the move from pre-school to school. They form strong links with the local school, and ensure children are emotionally well prepared for their next stage of learning.
- Children benefit from a nurturing environment and a strong key-person system. They form secure attachments with staff and are confident to ask for help.
- Staff work well with parents and keep them fully informed about their children's learning and development. Parents speak highly of the staff team and the service they receive.
- Children have good opportunities to learn about the local community and wider world. For example, children visit a home for the elderly and are taught about different cultures and countries. This helps support the good progress they make.
- The manager has a good understanding of how children develop. She uses this knowledge to effectively plan exciting learning experiences for all children.

### It is not yet outstanding because:

- Staff do not fully extend children's learning of good self-help skills. For instance, by encouraging them to put on their own coat.
- On occasions, staff miss opportunities to teach children good hygiene practices, such as reminding them to wash their hands before they eat their snack.

## What the setting needs to do to improve further

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

- develop children's self-help skills by allowing them to do things for themselves
- consistently support children's understanding of good hygiene practices.

### Inspection activities

- The inspector sampled a range of documentation, including children's records, and policies and procedures.
- The inspector had a tour of the premises and looked at the available resources inside and outside.
- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed staff's interactions with the children, inside each room and outside.

### Inspector

Tracey Cook

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to identify if children may be at risk of harm and where to report concerns about children's welfare. The manager has good systems to support staff in their professional development. For example, staff have recently attended mathematics training, which has had a positive impact on how staff deliver mathematics, particularly to the boys. The manager evaluates practice continuously. She gathers information from parents and staff to identify what is working well, and how improvements can be made to the pre-school. For example, she has been making improvements to how they teach children about technology and has also purchased new equipment to support this area. This is having a positive impact on the children's understanding of technology and of how things work.

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

Staff have high expectations of children, and they plan interesting activities. This helps all children, including those who receive additional funding, to make good progress from their starting points. Staff gather information about children's capabilities when they start, and they use this information to plan appropriate activities for them. Staff effectively monitor children's development. For instance, through accurate observations and assessments of their learning. Staff use this effective monitoring to address any gaps in children's learning, to meet the needs of each individual child, including those with additional educational needs. Children develop good eye-hand coordination and know how to keep themselves safe. For instance, they are reminded about how to hold the scissors carefully when cutting out Children in Need teddies.

### Personal development, behaviour and welfare are good

Children have a strong sense of belonging and are emotionally secure. They are happy, settled and enter the pre-school confidently, benefiting from staff who are enthusiastic and welcoming on arrival. Children have good opportunities to play outside, be physically active, and develop good coordination and control. For example, children run and climb as they search for hidden teddies in the school field. This supports their physical development. Children enjoy trying foods from around the world.

### Outcomes for children are good

Children are confident, happy and play well with their friends. They are self-motivated and enjoy their time at the pre-school. Children are keen to explore and investigate, and they make informed choices about their play. For example, they choose where, what and who they play with. Children develop good imaginative skills and become deeply involved in their play. For instance, children excitedly play with and share the toy castle and animals, successfully working out which animals can stand up and which cannot.

## Setting details

<b>Unique reference number</b>	EY335445
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070786
<b>Type of provision</b>	Full-time 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 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Camel Pre-School Committee
<b>Registered person unique reference number</b>	RP526292
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	07880 757668

The Camel Pre-School opened in 1969. It operates from its own building in the grounds of Stockham County Primary School, Wantage, Oxfordshire. The pre-school is open Monday to Friday during term time, between 8am and 6pm. A breakfast club is run between 8am and 9am, and an after-school club between 3pm and 6pm. The committee employs 12 members of staff, nine of whom, including the manager, hold appropriate early years qualifications.

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