

Hanborough Pre-School

The Pavilion, Roosevelt Road, Long Hanborough, Witney, Oxfordshire, OX29 8JG



Inspection date	21 November 2017
Previous inspection date	14 January 2015

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 know the children very well. They provide a well-resourced environment and children are keen to explore. All children make good progress from their initial starting points.
- Staff are caring, and children form a strong bond with their key person quickly. They give all children equal, individual attention to support their emotional well-being effectively. Children demonstrate that they feel safe and secure at the setting.
- The manager and staff have good partnerships with parents. They regularly share information with them about children's progress and give them ideas of how to support learning at home. Parents comment that they value the care and support their children receive.
- The manager provides good leadership for her staff members. She evaluates the setting regularly with their input to identify the strengths and any areas for further development. She has addressed the recommendation raised at the last inspection, to maintain good outcomes for all children.

It is not yet outstanding because:

- The manager does not consistently provide staff with highly effective supervision and feedback on how they can raise the quality of their teaching to a higher level.
- Staff do not gather information from parents about what their children know and can do to help precisely plan for 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:

- build on the supervision arrangements and provide all staff with more precise guidance and support to help raise the quality of their teaching to the highest level
- gather additional information from parents about what children already know and can do when they first start attending, to help identify their next steps for learning and further 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 and from written testimonials on the setting website.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff regularly update their child protection knowledge and know the procedures to follow if they had concerns about a child's welfare. The manager implements effective recruitment and induction procedures to ensure staff remain suitable for their roles. The manager has high expectations for all children. For example, she monitors and tracks their progress accurately. She identifies any delays in their development quickly, and interventions are put in place to help them catch up. The manager works alongside staff to support children's good outcomes and shares good practice through regular team meetings. Staff undertake regular training to help gain new knowledge and skills. For example, through targeted training, staff have enhanced their understanding of how to support children's emotional well-being.

Quality of teaching, learning and assessment is good

Staff carry out observations and assessments of children's progress. They use this information to plan activities that motivate children to learn. Staff support children's communication and language skills well. For example, they engage children in conversation and introduce new words, such as 'earthworm' and 'millipede', as they eagerly explore the outside environment. Staff are inventive in increasing children's awareness of books. For instance, they are animated as they read stories and children respond enthusiastically, anticipating the next part of the story. Staff follow children's interests in technology as they emerge through play. For example, staff help them to use cameras and to find letters on interactive toys. Children are creative and imaginative in their play. They pretend to be farmers and use small-world toys to harvest potatoes, use whisks energetically to mix mud potions and make cakes out of play dough.

Personal development, behaviour and welfare are good

Children develop close attachments with staff and demonstrate a sense of belonging. Staff teach children about the importance of healthy lifestyles. For example, children follow effective hygiene routines, eat healthy snacks and enjoy fresh air in the stimulating outdoor area. Staff carry out daily checks of the premises to ensure that all areas used are safe. Children are encouraged to embrace their similarities and differences. They learn about different cultures and develop positive attitudes to others. Children's behaviour is good.

Outcomes for children are good

All children make good progress in readiness for their eventual moves to school. They are sociable and inquisitive. Children develop their mathematical skills and understanding well. For example, children confidently use simple addition, count, sort and sequence numbers, and enjoy singing counting songs and solving simple puzzles.

Setting details

Unique reference number	134440
Local authority	Oxfordshire
Inspection number	1085745
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 - 4
Total number of places	23
Number of children on roll	32
Name of registered person	Hanborough Pre-school Committee
Registered person unique reference number	RP905235
Date of previous inspection	14 January 2015
Telephone number	01993 883178

Hanborough Pre-School is a voluntary group registered in 1965. It is located in The Pavilion, in the village of Long Hanborough, in Oxfordshire. The pre-school is open from 8.45am to 3.15pm on weekdays, during term time. There are eight members of staff, four of whom have childcare qualifications at level 3. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

