

# North Leigh Pre-School

Park Road, North Leigh, Witney, Oxfordshire, OX29 6SS



## Inspection date

24 November 2017

Previous inspection date

2 March 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 know the children well. They provide a good range of activities and resources that challenges and interests children effectively. This helps all children to make good progress in their learning from their starting points
- The manager and staff are good role models for children. They build children's confidence as they settle. For example, they make good use of praise and explain boundaries. Children play cooperatively together, learn to take turns and are kind to each other.
- Partnerships with parents are very successful. The manager and staff use a wide variety of strategies to engage parents, and share ideas to support their children's learning at home. Parents talk about how much their children look forward to attending.
- The manager carries out regular and effective self-evaluation that significantly influences plans that help maintain good outcomes for children. For example, the manager has addressed the recommendations very successfully from the last inspection.

### It is not yet outstanding because:

- Staff do not use every opportunity to help children fully develop all aspects of early mathematical skills and vocabulary during their play.
- Occasionally, staff miss opportunities to provide children with tasks to develop their independence further.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend children's mathematical understanding and use of vocabulary as effectively as possible during their activities and play
- provide children with more opportunities to gain independence and to carry out more age-appropriate tasks for themselves.

### 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 pre-school'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 took into account the views of parents and carers spoken to on the day of the inspection and from written testimonials on the pre-school's website.
- The inspector completed a joint observation with the manager.

### 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 child protection legislation and understand the procedure to follow if they have a concern about a child's welfare. The manager has rigorous recruitment and vetting processes to ensure that all staff, including committee members, remain suitable for their role. The manager regularly observes the quality of teaching. She then identifies ongoing training opportunities and uses regular supervision and appraisal meetings to support staff and help develop their skills and knowledge. For example, staff talk about the positive impact that 'letters and sounds' training has had on children's good outcomes. The manager and staff fully understand the need to work with other professionals to support children's continued care and progress.

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

Staff have a good knowledge of their key children they use their frequent observations and assessments to help plan for each individual child's next steps and monitor progress effectively. Overall, staff support children's language and communication development well through well-planned topics that are creative and imaginative. For example, children engage in conversation and staff introduce new words, such as 'tax' and 'licence', as they pretend that they are working in the post office. Staff support children to develop their early writing skills well. For instance, children help themselves to pens and pencils as they write letters and some identify letter sounds and write their names independently. Children test out their early design skills. They press leaves and natural objects into clay. Staff help children to investigate different textures. For example, children explore mixing flour and water, manipulate dough and enthusiastically sing action songs.

### Personal development, behaviour and welfare are good

Children develop close relationships with their key person. They demonstrate they are happy and confident. Staff support children's emotional well-being well and 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 events, such as Chinese New Year and Diwali.

### Outcomes for children are good

All children gain key skills for the next stage in their learning and eventual move on to school. Children are confident, sociable and become increasingly independent. Children persevere in solving difficult puzzles and sort, match and count as they play. Children's literacy skills are developing well. For example, older children write their name accurately and younger children learn the sounds letters represent.

## Setting details

<b>Unique reference number</b>	134443
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089496
<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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	North Leigh Pre-School Committee
<b>Registered person unique reference number</b>	RP518078
<b>Date of previous inspection</b>	2 March 2015
<b>Telephone number</b>	01993 880092

North Leigh Pre-School registered in 1992. It is located in a building within the grounds of North Leigh Primary School in the village of North Leigh, Oxfordshire. The pre-school is open from 7.45am to 3pm each weekday during term time, including a breakfast club and lunch club. The pre-school employs four staff. The manager holds early years professional status and three staff hold childcare qualifications at level 3.

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