

Marcham Pre-School Playgroup

Marcham C of E School, Morland Road, Marcham, Abingdon, Oxfordshire, OX13 6PY



Inspection date	5 December 2017
Previous inspection date	23 June 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 committee, management team and staff work well together to create a welcoming and happy environment for the children. Staff know the children well and plan a good range of activities to help support their ongoing learning.
- Staff effectively talk to children to develop their understanding of good behaviour, and encourage them to share and take turns well.
- Outcomes for children are good. Staff observe, track and monitor children's learning and development consistently to help ensure they all make ongoing progress.
- Partnerships with parents are good. Staff ensure all parents are well informed about their children's day. For example, staff talk to the parents daily and share development achievements weekly online for parents to view their children's ongoing achievements.
- Recruitment, induction and yearly appraisal programmes are used effectively to ensure all staff have the required checks to ascertain their suitability to work with children.
- The manager is committed to advancing the pre-school and has a detailed self-evaluation program in place which identifies areas for development.

It is not yet outstanding because:

- Staff performance management is not sharply focused on developing and raising the quality of teaching to the highest level.
- Staff do not consistently extend children's learning about the world. For example, where the food they are eating comes from and how healthy eating affects our bodies.

What the setting needs to do to improve further

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

- assess further the impact of mentoring, supervision and improvements made, to build upon and help achieve the highest quality practice
- provide more opportunities for children to build on their understanding of the world further.

Inspection activities

- The inspector spoke to the children and observed their involvement in activities within the pre-school and outside.
- The inspector looked at a sample of children's records and discussed these with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at, and discussed, documentation in relation to safeguarding and risk assessments.
- The inspector undertook a joint observation with the manager.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Staff understand their roles and responsibilities to safeguard children and ensure that the premises are safe and secure. Staff have regular safeguarding training and all understand the possible signs and procedures to follow in the event of a child protection concern. Safeguarding is effective. Staff are offered a good range of opportunities to extend their training, skills and knowledge. For example, some staff have attended a behaviour management course. They then cascaded this to all staff to allow them all to benefit from good practice in supporting children's emotional development and well-being. Staff have positive relationships with other professionals involved in children's care, which help them to maintain continuity in care. Parents spoken to at the pre-school talk highly of the staff and their commitment to supporting their children's development. The manager monitors children's assessments well to help ensure children's learning is effective.

Quality of teaching, learning and assessment is good

Children are happy at the pre-school and have their individual needs met well. For example, staff give good support to those children who find it hard to leave their parents and walk into the pre-school. Staff have good relationships with the children and welcome them positively by engaging them in purposeful conversations. For example, they ask children how they have been and what they had in their advent calendar, which helps children to recall events from home. Staff promote children's communication, friendships and imagination very well. For example, children enjoy working together as a team as they investigate in water and make 'potions' with coloured stones and shells. All children benefit from activities which are planned to meet their learning needs and offer challenges and stimulation. For example, children who enjoy playing pirates engaged in treasure hunting, using maps and hunting in sand for hidden items.

Personal development, behaviour and welfare are good

Staff offer good support to the children and help them develop strong self-help skills. For example, children are encouraged to get a tissue to wipe their nose when needed. Children behave well and are keen to help, for instance, they all help staff at tidy-up time to clear away toys. Staff help children to understand the reason why rules are in place. For example, as children run in from outside, staff talk to them about the importance of walking so they do not slip and hurt themselves or others. Staff encourage children to be physically active. For example, all children can play outside and enjoy waking their bodies up in the morning by dancing energetically to 'wake and shake' indoors.

Outcomes for children are good

All children are developing good skills needed for their next stages of learning. They learn about colours, modelling and shapes, such as through play with dough and construction. They build strong listening, speaking and literacy skills. For instance, when children excitedly find hidden bones in the sand they learn the correct pronunciation of letters and sounds from staff. Children increase their curiosity and understanding of the world, such as when they learn how the hidden bones fit together using a model skeleton.

Setting details

Unique reference number	EY364409
Local authority	Oxfordshire
Inspection number	1093242
Type of provision	Full-time 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	23
Number of children on roll	30
Name of registered person	Marcham Pre-School Playgroup Committee
Registered person unique reference number	RP521076
Date of previous inspection	23 June 2015
Telephone number	01865 392101

Marcham Pre-School Playgroup registered in 1968 and runs from Marcham Church of England School, near Abingdon. It is open each weekday between 9am to 3pm, during term times only. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs five staff, all of whom are qualified. The manager holds an early years degree, two staff hold qualifications at level 2 and two at level 3.

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