

# Rush Common Preschool

Appleford Drive, Abingdon, Oxfordshire, OX14 2AQ



**Inspection date** 19 January 2018  
Previous inspection date 11 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not implement effective strategies to enable children who speak English as an additional language to fully develop their communication skills.
- Managers have not fully explored additional opportunities to help staff improve their professional knowledge and skills to ensure teaching is consistently good.
- Staff do not make effective use of all opportunities to interact with children to help extend their interests, ideas and learning. Children's progress is not always supported, for example, in mathematics.
- At times, staff do not organise large-group activities as effectively as possible to help all children to remain fully engaged in learning.

### It has the following strengths

- Children arrive at pre-school happy and quickly settle into the activities of their choice. They have secure relationships with their key person, which helps to support their emotional well-being and sense of belonging.
- Parents are happy with their children's progress and care. Staff share information with parents to help involve them in their children's learning.
- Children benefit from opportunities to develop their physical skills and to learn outdoors. For example, they enjoy practising how to roll hoops and balancing on stepping stones.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve systems to ensure children who speak English as an additional language develop their communication and language skills effectively	19/03/2018
■ provide staff with effective support, coaching and training to ensure the continual improvement of practice, especially teaching.	19/04/2018

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

- support staff to improve their interactions with children so they consistently make the most of opportunities to engage, challenge and extend children's thinking, including in mathematics
- review the organisation of large-group activities so that all children engage in learning as well as possible.

## 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 completed a joint observation with the manager.
- The inspector held meetings with the manager and chairperson of the committee and spoke to staff and children.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Eileen Chadwick

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff and managers are knowledgeable about the signs that may indicate that a child's welfare is at risk. They know how to act in the event of a concern. The staff team and management have undergone some significant changes. The recently appointed manager, together with the new chair of the committee, monitors and develops staff practice in relation to keeping children safe. However, the manager has not yet focused enough on improving teaching. The recommendation set at the previous inspection has only been partially addressed. For example, staff do not consistently make the most of opportunities to extend children's thinking in mathematics. The manager does not ensure staff are effective in meeting the needs of children who speak English as an additional language, although she has taken some steps to request further support for staff from the local authority. The manager meets with staff individually and has provided some training to help them improve their checks on children's progress and planning.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not consistently develop children's learning. For example, they miss opportunities to interact with children when playing alongside them and do not give them enough adult input at such times. They do not give children who speak English as an additional language enough opportunities to hear and repeat simple words, for instance, about items they play with and use. Children have appropriate opportunities to make choices about their play. Staff use their observations to help plan next steps to support children's progress. They talk confidently about their key children's interests and different stages of development.

### **Personal development, behaviour and welfare are good**

Staff use effective strategies to manage children's behaviour and support their emotional well-being. Children behave well. They learn to play as a part of a group and take turns. Staff develop children's social skills. For example, when children sit at a table for snack times, staff sit with them and engage them in conversation. Children learn to manage risks effectively to keep themselves and others safe. For example, children help staff to identify and eliminate any hazards in the environment each day.

### **Outcomes for children require improvement**

Due to weaknesses in teaching, children lose interest during some activities. Furthermore, children who are learning to speak English do not receive the support they need to further aid their speaking skills. However, children are developing some positive skills to support their move to school, such as independence skills. Even the youngest children try to put on their own coats to go outside, and learn to use safety knives to spread butter on bread. They learn to use small tools carefully and with skill, such as cutting with scissors. Children enjoy looking at books and listening to stories. Children develop their mark-making skills. For example, younger children use chalks while older children use pens and pencils when drawing.

## Setting details

<b>Unique reference number</b>	133409
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070249
<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 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Rush Common Preschool Committee
<b>Registered person unique reference number</b>	RP904005
<b>Date of previous inspection</b>	11 July 2014
<b>Telephone number</b>	01235 530756

Rush Common Preschool opened in 1993. It operates from All Saints Methodist Church in Abingdon, Oxfordshire. The pre-school is open from 8.45am to 2.45pm on Monday, Tuesday, Wednesday and Friday, and from 8.45am to 11.45am on Thursday, during term time only. There are five members of staff who work with the children; of these, three hold appropriate early years qualifications at level 3 and one is qualified to level 2. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

