

New Marston Pre-School

The Catherine Wheel Centre, St. Michaels C of E School, New Marston, Oxford,
Oxfordshire, OX3 0EJ



Inspection date	28 February 2018
Previous inspection date	10 March 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

- Leaders, managers and staff use observations and assessments effectively to plan activities and experiences that support children's learning successfully. Children make good progress from when they start in the pre-school, in preparation for their next steps in learning and for school.
- Children are confident, well-motivated and engage positively in their play and learning. They enjoy exploring the stimulating environment and they develop a range of important skills for their future lives.
- Staff support children's personal development effectively. Children show a high level of understanding of positive behaviour and they play cooperatively with their friends.
- Leaders and managers support staff well to develop the quality of their teaching and improve outcomes for children. They use self-evaluation and monitoring procedures effectively to identify and address areas for further improvement.
- Leaders, managers and staff ensure that children are safe and supervised closely. They have a good understanding of safeguarding procedures to help keep children safe.

It is not yet outstanding because:

- At times, staff do not extend learning fully when children explore new ideas for themselves.
- Staff do not provide the best opportunities for children to practise skills to support their understanding of technology.

What the setting needs to do to improve further

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

- increase opportunities to build on and extend children's thinking, particularly when they are exploring new ideas for themselves
- develop ways for children to learn more about technology and help them to operate and interact with appropriate programs.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to the manager, staff, parents and children at appropriate points throughout the inspection.
- The inspector held a meeting with the manager and chairperson.
- The inspector looked at children's assessment records and evidence of staff suitability and qualifications.

Inspector
Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders, managers and the safeguarding designated lead practitioner support staff well to understand potential indicators of children at risk and how to respond to these. The manager and staff use risk assessments effectively and review any accidents routinely to help them provide a safe and secure environment. Leaders and managers help the well-qualified staff to improve their skills through ongoing support and discussion. For example, they have developed ways to enable children to achieve high levels of self-control and cooperation. Leaders, managers and staff work closely in partnership with the on-site school and other settings that children attend to achieve good levels of consistency in their care and learning.

Quality of teaching, learning and assessment is good

The manager and staff assess children's capabilities carefully when they first start in the pre-school and at regular intervals, to build a clear picture of their progress. They share this information routinely with parents to encourage them to continue children's learning at home, and they plan relevant activities to close any gaps in children's development. The manager and staff teach children a range of skills effectively overall. For example, they show children how to make marks and form letters, and they demonstrate and encourage counting and simple subtraction. Staff use friendly and consistent interactions with children to encourage discussion and extend their communication and language development.

Personal development, behaviour and welfare are good

Staff make good use of children's interests to encourage their engagement in learning and positive behaviour. For example, they teach children about rules and expectations as they enjoy playing with superhero figures. Staff help children to respect people who are different from themselves and to value the cultures and traditions within the local community. They encourage children to develop a good understanding of healthy lifestyles as they enjoy energetic physical activity. Staff support children's independence well as they encourage them to do things for themselves in preparation for school.

Outcomes for children are good

Children show care and concern for others. They explain during their superhero play that 'bad guys don't have rules' and they follow pre-school rules conscientiously to achieve good behaviour themselves. Children develop good communication and language skills, including those children who are learning English as an additional language, and many become confident to initiate discussions. Children gain good control of their muscles as they practise climbing, sliding, balancing and building. They explore and play with words and sounds enthusiastically as they thoroughly enjoy a funny story.

Setting details

Unique reference number	134008
Local authority	Oxfordshire
Inspection number	1089487
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	3 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	New Marston Pre-School Committee
Registered person unique reference number	RP905315
Date of previous inspection	10 March 2015
Telephone number	01865 798320

New Marston Pre-School registered in 1992. The pre-school is open on weekdays during school term times, offering morning sessions from 9am until 11.30am. It offers afternoon sessions on Monday, Tuesday and Wednesday from 12.30pm until 3pm, and a lunch club is available on these days. The pre-school receives funding for the provision of free early education for children aged three and four years. It employs seven staff, five of whom hold relevant qualifications at level 3.

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