

Charlbury Pre-School

The Old Grammer School, Park Street, Charlbury, Chipping Norton, Oxfordshire, OX7 3PS



Inspection date

Previous inspection date

15 March 2018

24 February 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 new management team displays a passion and dedication to continuously develop the service it offers to children and their parents. The new staff team is well organised, efficient and works well together.
- Children who have special educational needs (SEN) and/or disabilities are supported well through strong partnerships with parents and other professionals.
- Relationships with parents are strong and two-way communication is supported well. Parents develop a clear sense of trust in the staff and they value the support their children receive.
- Children are very happy and settled in the pre-school. They are motivated to learn and demonstrate good levels of confidence, showing they feel safe and secure.
- All children make good progress from their starting points at the setting. Staff use observations and assessments effectively to support the children's next stage of learning.

It is not yet outstanding because:

- The management team has not fully embedded the systems to monitor the progress of different groups of children to help it effectively identify any gaps in learning.
- Sometimes younger children become distracted during group activities when the learning is not fully tailored to their needs.

What the setting needs to do to improve further

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

- enhance the systems to monitor different groups of children's development to more accurately identify any gaps in their learning
- consider more fully the needs of the youngest children when planning activities and resources.

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 spoke to a number of parents during the inspection and took account of their views through written comments and questionnaires.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and a committee member and looked at relevant documentation, including their self-evaluation document.
- The inspector spoke with staff and children during the inspection.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The newly formed management team demonstrates ambition and strong leadership in the way that it manages the pre-school. The manager works hard to raise the achievement levels of all children. She has implemented systematic improvement plans throughout the pre-school, including looking at staff interactions to improve the quality of teaching. The arrangements for safeguarding are effective. Staff can identify the possible signs of abuse and neglect. They know the correct procedures to follow should they have concerns about a child's welfare. Recruitment procedures are robust and regular checks on staff ensure their suitability to work with children. The manager provides effective supervision for staff and helps them to update their skills to develop their knowledge and to address areas where children make less progress. For example, she has provided the staff with training to develop their knowledge to improve opportunities for children to develop their mathematical skills.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how to teach children through their play and are skilled in following the children's lead. For example, they encourage older children to paint their junk modelling creations and engage in creative play. Children have many opportunities to practise and extend their communication and language skills. For example, they contribute to stories by discussing what is happening and predicting what might happen next. Children participate in a varied range of physical activities and look forward to the weekly dance, forest school and tennis coaching sessions. Parents leave comments to express their delight at the wide range of activities which the pre-school offers.

Personal development, behaviour and welfare are good

Staff are friendly and courteous role models. They promote kindness and children learn to respect each other. Staff help children to form secure attachments right from the start. Children are happy to attend and are motivated to play and explore the interesting resources and learning environment. Staff encourage children to serve their own snacks and drinks and they provide a nutritious choice of food. Children's growing independence is supported well and children are encouraged to lead a healthy lifestyle. Staff praise children's efforts, achievements and positive behaviour. Children demonstrate good levels of self-confidence. Children are polite and well-mannered to staff, visitors and each other. For example, on the day of inspection a child offered to go and fetch her friend's coat and shoes before going outside.

Outcomes for children are good

Children are keen and enthusiastic learners. Older children show a readiness for starting school and show particularly good skills in their literacy and mathematical development. Young children are willing to try new activities and show confidence in expressing their needs and interests. The majority of children are working in the stages typically expected for their age and make consistently good progress in relation to their starting points.

Setting details

Unique reference number	133477
Local authority	Oxfordshire
Inspection number	1085741
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	37
Name of registered person	Charlbury Preschool
Registered person unique reference number	RP518022
Date of previous inspection	24 February 2015
Telephone number	01608 811200

Charlbury Pre-School registered in 1992 and operates in the village of Charlbury, in Oxfordshire. The pre-school is open each weekday during term time, from 9am until 1pm. There are afternoon sessions on Tuesday, Wednesday and Thursday until 3.30pm. There are six members of staff who work a variety of sessions during the week. Of these, four have appropriate early years qualifications at level 3. Two members of staff are working towards higher level qualifications. The pre-school receives funding to provide early education for children aged two, three and four years.

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