

Marsh Gibbon Preschool

Village Hall, Clements Lane, Marsh Gibbon, Bicester, Oxfordshire, OX27 0HG



Inspection date

24 April 2018

Previous inspection date

2 October 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

- Staff plan a broad range of learning experiences that helps children to make good all-round progress in their learning.
- Staff quickly identify children who need extra support. They work well with parents and other professionals to provide children with the extra help that they need to make good progress from their starting points.
- Children enjoy attending the pre-school. Staff successfully help them to settle into the routines and children receive a positive experience of being cared for away from home.
- Staff promote children's good health well. Children enjoy the healthy snacks on offer and have lots of opportunities to play energetically in the fresh air.
- Parents speak enthusiastically about their children's experience of attending the pre-school. They find the staff very approachable. Staff successfully help parents to extend children's learning at home. For example, they lend resources and suggest activities that families can complete together.

It is not yet outstanding because:

- Although managers have begun to track the progress of individual children more closely, they are not monitoring the progress of different groups of children, such as boys and girls, in order to ensure that the provision is tailored to their particular needs.
- Staff do not capture fully the interest of older children when planning and delivering activities to support their emerging writing skills.

What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to identify and close any gaps in their learning and enhance the overall quality of the provision further
- improve opportunities for older, most-able children to begin to form recognisable letters and make marks in a purposeful way to make more accelerated progress with their developing literacy skills.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the acting manager.
- The inspector spoke with parents and children and took account of their views.
- The inspector talked to staff about their understanding of safeguarding and first aid.
- The inspector looked at documentation, including staff qualifications and children's records.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager places a high priority on ensuring that children are kept safe. Staff have a thorough understanding of their role in safeguarding children and know what to do if they have concerns about a child's welfare. Managers reflect regularly on the quality of the provision and plan and make ongoing improvements. For example, snack times have been improved to encourage children to be more independent in meeting their own needs. Managers monitor staff practice and the quality of teaching thoroughly. They provide staff with clear targets, guidance and training in order to develop their skills and knowledge further.

Quality of teaching, learning and assessment is good

Overall, staff make accurate assessments of children's learning. Children show that they enjoy taking part in the wide range of experiences that the staff plan. For example, they enjoy digging for vegetables and helping with the washing up. Staff consistently and effectively support children's developing language skills. They use clear language and regularly read stories to children. Children show that they enjoy these opportunities and sit quietly with staff sharing books. Staff have begun to make further use of routine times to introduce numbers and counting in meaningful ways. For example, children count out pieces of fruit as they serve their own snacks.

Personal development, behaviour and welfare are good

Staff build warm bonds with children. They show a genuine interest in children's lives. For example, they ask after family members and listen to their news from home. These secure attachments have a positive impact on children's well-being. Children behave well for their age. They share, take turns and help look after their environment. For example, they help to tidy away toys at the end of the day. Staff encourage children to follow robust hygiene routines. For example, they teach them about the importance of handwashing before meals.

Outcomes for children are good

Children gain a secure set of skills in preparation for their future learning and the move to school. They learn about the similarities and differences between themselves and others in order to develop a positive view of diversity. Children learn to make choices about what to do and to be kind and helpful to each other. They develop the confidence to share their ideas and to play and learn independently.

Setting details

Unique reference number	131131
Local authority	Buckinghamshire
Inspection number	1126908
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	48
Name of registered person	Marsh Gibbon Pre-School Committee
Registered person unique reference number	RP517691
Date of previous inspection	2 October 2015
Telephone number	07927 244913

Marsh Gibbon Preschool registered in 1992. It is located in Marsh Gibbon, Buckinghamshire. It is open from 9am to 3pm from Monday to Friday, during term time only. Children can also attend breakfast club from 8.15am onwards each morning. The provider receives funding for free early education for children aged two, three and four years. The provider employs 10 staff; of these, seven hold childcare qualifications at level 3, one holds a qualification at level 6, one at level 4 and one holds early years professional status.

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