

Stanford In The Vale Pre-School



Recreation Ground, Huntersfield, Stanford in the Vale, Faringdon, Oxfordshire, SN7 8LR

Inspection date 23 April 2018
Previous inspection date 15 July 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are very enthusiastic to come to pre-school and settle well. They are very independent, highly motivated and eagerly explore the extremely stimulating environment. They are confident and quickly become engaged in their learning.
- Partnerships with parents and other professionals are exceptional. The manager has developed excellent links with the local primary school. Parents speak very highly of the manager and her team. They praise the highly successful transition process for children moving on to school.
- The manager ensures that highly focused performance management enables staff to develop their teaching to an excellent level. Staff are highly effective in supporting children's learning so they all make rapid progress from their starting points.
- The staff have children's welfare and personal development at the heart of their practice. There is a culture of vigilance in responding swiftly to children's individual needs and ensuring children receive the tailored support they need to succeed.
- The manager and staff monitor children's progress precisely and swiftly identify and address any gaps in learning. For example, as a result of identifying some gaps in children's communication and language development, the manager organised staff training with a speech and language therapist. Children have made rapid progress following staff's new teaching strategies.

What the setting needs to do to improve further

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

- enhance children's literacy skills even further.

Inspection activities

- The inspector talked with children, staff and parents and took account of parents' written comments.
- The inspector observed the quality of teaching and learning inside and outside during adult-led and child-initiated play.
- The inspector completed a joint observation with the manager and observed the manager giving feedback to the member of staff.
- The inspector held meetings with the manager and spoke with the chair of the committee.
- The inspector looked at a range of documentation, including children's assessments and records, policies and procedures and staff's qualifications.

Inspector

Jacqueline Hathaway

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager skilfully and incisively evaluates the quality of provision at the pre-school. She puts in place ambitious plans for developing the environment and teaching practice further. For example, she has identified the need to support children's interest in reading even further. The manager continually reflects on ways she can develop the well-qualified team to enhance the quality of teaching. For example, she has discussions with staff following observations of their teaching to help them reflect on their practice and develop their teaching further. As a result, children make rapid progress in their learning. Additional funding is used extremely well to ensure all children make the best progress possible. Safeguarding is effective. Children's welfare is a priority. The manager ensures that highly robust systems for keeping children safe are in place. She liaises closely with relevant agencies to monitor children's welfare. Parents are fully involved in their children's development, such as by borrowing 'maths bags' to support learning at home.

Quality of teaching, learning and assessment is outstanding

Staff use their expert knowledge of their key children to plan rich, exciting experiences that motivate and engage children to explore their environment and resources. Staff skilfully question children to develop their thinking exceptionally well. For example, as children explore ice and what happens to it, staff ask the children why they think it is melting. Children use their senses to explore and break the ice, comment on what they see and make suggestions, such as 'because it's warm'. Accurate and high-quality assessment processes and the focus on children's interests mean staff plan learning experiences that are highly effective and tailored to children's specific needs. Staff teach children about what happens to their bodies during exercise, why their heart beats faster and what they need to stay healthy.

Personal development, behaviour and welfare are outstanding

Staff are exceptional role models and demonstrate respectful relationships. Children learn how to respect others and show exceptionally positive behaviour. Key persons know their children extremely well, understand their interests and needs and ensure they provide excellent opportunities for children to prepare for change. For example, staff provide role play, uniforms and offer ideas to parents to support children's independence, ready for moving on to school. Children feel safe and secure and all, including the most vulnerable and quietest, quickly develop high levels of self-esteem and confidence.

Outcomes for children are outstanding

All children, including those who receive additional funding, make rapid progress. Children are extremely imaginative as they create structures in the garden. They learn to assess risks and develop their problem-solving skills as they use resources imaginatively to create a bus. Children show a can-do attitude as they engage in their play, such as when they write orders in the ice cream van and count money. Children demonstrate a strong disposition to learn and are very well equipped for the next stage in their learning.

Setting details

Unique reference number	EY419941
Local authority	Oxfordshire
Inspection number	1131092
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	30
Number of children on roll	39
Name of registered person	Stanford In The Vale Pre-School
Registered person unique reference number	RP530279
Date of previous inspection	15 July 2015
Telephone number	01367 718696

Stanford in the Vale Pre-School first opened in 1970 and re-registered as a limited company in 2010. It is located in purpose-built premises in the recreation ground behind the village hall. The pre-school is open each weekday from 9am to 3pm, term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are six members of staff working with the children. Of these, four staff hold relevant qualifications at level 3, one holds a qualification at level 2 and another member of staff is working towards a level 3 qualification.

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