

Kirtlington PFSU

Heyford Road, Kirtlington, Oxford, OX5 3HL



Inspection date

10 May 2018

Previous inspection date

17 November 2014

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 provide sensitive support to help children develop strong bonds with them. Children settle quickly and make friends. They are happy, confident and eager to learn.
- Parents value the setting and praise the warm and friendly environment. They are well informed about their children's care and learning needs. Staff regularly seek their views and provide ideas for them to continue children's learning at home.
- The quality of teaching is good. Staff carefully monitor children's learning, make accurate assessments and use these to plan children's next steps.
- All children, including those who require extra support and those who speak English as an additional language, make good progress. Staff work effectively with other early years providers and outside professionals to meet children's needs.
- The committee, manager and staff regularly reflect on the experiences provided for the children and their families. They set clear priorities for future improvements and demonstrate a strong commitment to promoting a good-quality provision.

It is not yet outstanding because:

- The systems for analysing the progress made by different groups of children are not fully embedded in practice.
- Systems to monitor staff do not have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to an outstanding level.

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 for comparing the progress made by different groups of children so that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- strengthen the arrangements for the supervision of staff to focus more precisely on raising the quality of teaching to an exceptional level.

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, chair 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 spoke to a number of parents during the inspection and took account of their views through written testimonials.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff update their knowledge of safeguarding and fully understand their roles to keep children safe. Staff attend training to strengthen their skills. For example, training has ensured that staff successfully implement new systems for tracking children's progress. The manager continues to source a range of training that helps staff to improve the outcomes for children. For instance, staff have attended sign language training which has a positive impact on supporting all children's communication skills further.

Quality of teaching, learning and assessment is good

Staff provide activities that engage children's interest well. For example, children eagerly watched their chicks hatch from eggs and caterpillars change to butterflies. They remembered and predicted the stages of their life cycles. Staff support children's communication and language skills well. For example, they consistently engage children in conversation about recent holidays, their families and interests. Staff support children to solve problems for themselves, such as when they use the larger magnet to attract the smaller magnets at a distance.

Personal development, behaviour and welfare are good

The staff provide an exceptionally welcoming environment for children. Children behave well and treat each other with respect and consideration. They learn to share resources fairly and take turns. Staff show children they value their ideas and opinions. For example, staff follow children's ideas as they suggest they prepare a sugary drink to provide the bee with more energy. The use of very well-established routines, combined with the excellent layout of equipment, helps to promote even the youngest children's independence and self-esteem to the highest level. Staff promote children's awareness of healthy lifestyles well. Children bring their own packed lunches or eat prepared school lunches served in the school hall, with the older schoolchildren. This, together with the regular physical education sessions, supports them well for their move to school.

Outcomes for children are good

Children have good opportunities to develop their mathematical skills to support their future learning. For example, older children complete simple sums with confidence and younger children play games to support their counting skills. Children are socially confident with good communication skills. They enthusiastically sing and follow the actions to familiar songs. From an early age, children develop a love of books and enjoy making marks with a range of items, such as brushes and pencils. Older children know some sounds that letters represent and can often read and write simple words. Children are well prepared for the next stages of their learning and development, including starting school.

Setting details

Unique reference number	EY293057
Local authority	Oxfordshire
Inspection number	1070614
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	15
Number of children on roll	21
Name of registered person	Kirtlington PFSU Committee
Registered person unique reference number	RP518062
Date of previous inspection	17 November 2014
Telephone number	01869350210

Kirtlington PFSU registered in 1989 and opens five days a week during school term times, with various sessions between 8.35am and 3pm. The setting is a committee-run group and receives funding to provide early education for children aged three and four years, and the early years pupil premium. The setting employs three staff, all of whom hold relevant early years qualifications at level 3.

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