

Yarnton Preschool

Rutten Lane, Yarnton, Kidlington, Oxfordshire OX5 1LW



Inspection date	6 September 2018
Previous inspection date	18 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager and staff strive to ensure that children receive good teaching and support so they do as well as they can.
- Since the last inspection, the committee has increased its understanding of its role and responsibilities. Improvement issues from the previous inspection have been tackled well and all requirements are now met.
- All groups of children, including the most able and those in need of additional support, make good progress from their starting points.
- Assessments are used effectively to monitor children's progress and build on their learning and interests. Children are provided with a range of challenging activities.
- Staff have established positive relationships with the children. Children settle quickly and are inspired to learn. They gain in confidence and independence. Children's good behaviour supports their learning well.
- Staff have established strong partnerships with parents to help them support their children's learning.

It is not yet outstanding because:

- Some learning activities and resources, particularly those for children who prefer to learn outside, are not sufficiently stimulating to develop fully children's language skills and their imaginations.

What the setting needs to do to improve further

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

- provide more opportunities for children who prefer to play and learn outside to develop further their language skills and imaginations.

Inspection activities

- The inspector observed children learning during a range of indoor and outdoor activities.
- The inspector held discussions with the manager, a local authority advisory teacher, two members from the committee, including the chair, and members of staff.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation and evidence of staff qualifications and training.
- The inspector held discussions with parents and took account of their views.

Inspector
Derek Watts

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have high expectations of children's learning and how they should behave. Staff are suitably qualified and continually update their knowledge and skills to improve children's learning. For example, recent training in phonics has improved children's understanding of letters and the sounds they represent. Arrangements for safeguarding are effective. There are good adult-to-child ratios. All staff keep up to date with safeguarding requirements. They supervise children effectively and follow rigorous safety procedures to help ensure they are safe. The manager and staff regularly review how to recognise children who may be at risk and how to respond to concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff plan and provide activities that are well suited to the needs of different children and successfully engage them in learning. Staff give strong emphasis to developing children's language skills. For example, they engage in conversation and use questioning effectively to encourage children to think and to check their understanding. Staff successfully develop children's love of books. For instance, they read stories with animation and expression. Staff encourage children to repeat phrases and to participate in actions. They provide clear demonstrations and instructions to help children learn. There are good opportunities for children to apply their mathematical skills in different activities. Staff encourage children to explore and learn independently.

Personal development, behaviour and welfare are good

The manager and staff have created a positive and welcoming learning environment where children thrive. Staff know the children well and effectively support their learning and personal development. They are good role models for children in what they say and do. For example, they provide encouragement and praise when children display qualities, such as kindness and sharing. Children show consideration and respect for others. Most of them share and take turns while learning and playing. They enjoy fresh air, physical exercise and healthy snacks.

Outcomes for children are good

Children develop their communication and language skills well. For example, they listen attentively to stories and talk about their learning. They successfully apply their mathematical skills to their learning. For instance, three-year-olds count items, identify two-dimensional shapes and use language of size, such as 'a mouse is a small animal'. Children handle implements with increasing control. Three-year-old children use small buckets and spades to create sandcastles with damp sand. Two-year-olds practise balancing and climbing when travelling across a wooden structure. Children are well prepared for the next stages in their learning and for school.

Setting details

Unique reference number	133975
Local authority	Oxfordshire
Inspection number	10057601
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	48
Name of registered person	Yarnton Playgroup Committee
Registered person unique reference number	RP904647
Date of previous inspection	18 September 2017
Telephone number	0749898538

Yarnton Preschool registered in 1979 and is located in the village of Yarnton, Oxfordshire. The pre-school is open each weekday during term time, from 8.45am until 2.45pm. There are nine members of staff who work with the children. Of these, four staff have appropriate early years qualifications at level 3 and two hold a qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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