

Oldfield Park Preschool

Triangle, Bath, Avon BA2 3JD



Inspection date	6 September 2018
Previous inspection date	2 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is committed to continually evolving pre-school practice. She works closely with the committee leaders and the staff to review practice and lead ongoing improvements.
- Children make good progress from their starting points. This includes those who have special educational needs and/or disabilities. Staff closely observe children as they play. Their subsequent regular assessments promptly identify the next steps in children's learning and ensure gaps in children's development are closing.
- Staff develop good partnerships with parents, other professionals and providers, to ensure there is a consistent approach to meeting children's needs. Staff link closely with parents. For example, they share information with them through their daily chats, their entries in the pre-school online system and during regular meetings.
- Staff encourage children to be increasingly independent. For example, at snack time children enjoy having the responsibility of using the handwashing station, pouring their own drinks, and clearing and washing their things when they have finished.
- Staff support children's well-being and self-confidence really effectively. They are friendly, caring and very attentive to what children say and do. Children settle into pre-school really well. They are happy and build strong and beneficial relationships with staff.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities to teach children about shape, size and capacity.
- Staff do not consistently inspire all children to develop their early writing skills.

What the setting needs to do to improve further

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

- make the most of opportunities to teach children about shape, size and capacity
- review and extend the opportunities for children to experiment making marks and practise their early writing.

Inspection activities

- The inspector observed activities in the main playrooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the secretary of the committee and manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff supervise children well at all times and have a good understanding of safeguarding processes. They follow clear risk assessment procedures for all areas, implementing these well to identify and minimise hazards to children effectively. Committee leaders and the manager ensure vetting procedures for staff and committee members are thorough. The manager undertakes observations of staff teaching and scrutinises assessments of children's progress to identify any gaps in children's learning and the effectiveness of practice. The manager focuses closely on professional development. She supports staff to complete early years qualifications and attend additional training, such as to deepen their understanding of ways to support children's self-confidence and emotional development.

Quality of teaching, learning and assessment is good

Staff spend their time purposefully engaged with the children to support their play. Children enjoy expressing themselves imaginatively. Staff act as effective role models, playing alongside children and extending their ideas and communication well. For example, children copy the staff's lead and make a cherry for the top of the buns they have made from play dough. They watch and find a 'tray' like the baking tray staff talk about using and then carefully put their buns in the play oven. Staff inspire children to talk about their breakfast preferences as they explore porridge oats. Children mix and explore emptying and filling containers, they pretend to make tea and discuss their favourite cereal or the toppings they have on their toast.

Personal development, behaviour and welfare are good

Staff are calm and very patient and they act as positive role models. They provide very responsive additional support when children are struggling to understand expectations. They effectively help children to manage their own behaviour and build relationships with each other. This includes children whose needs require particularly perceptive intervention and extra support. Children enjoy being active in the fresh air. They develop their physical skills well. For example, they test their skills on challenging obstacle courses set up by staff outside and use bicycles and other toy vehicles proficiently. They negotiate the different equipment and paths in the garden, measuring and adjusting their movements very effectively.

Outcomes for children are good

Children's communication, language and social skills develop effectively, including children who speak English as an additional language. For instance, children join staff eagerly to sing songs at circle time, they learn new words and take turns in conversation. Children explore books readily and listen intently to stories. They concentrate well, taking time to study and discuss the pictures and share their knowledge. Children become successful confident individuals with improved self-esteem. They effectively acquire the key skills they need for the next stage in their education. This includes two-year-olds in receipt of funding and those for whom the setting receives additional funding.

Setting details

Unique reference number	133061
Local authority	Bath and North East Somerset Council
Inspection number	10061475
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	26
Name of registered person	Oldfield Park Pre-School Committee
Registered person unique reference number	RP904043
Date of previous inspection	2 July 2015
Telephone number	07799 271853

Oldfield Park Preschool registered in 1995. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications from level 3 to level 6. The pre-school opens on Monday from 9.15am until 1.30pm and on Tuesday to Thursday from 9.15am until 2.30pm, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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