

Ambrosden Village Pre-School

The Village Hall Annex, Merton Road, Bicester, Oxfordshire OX25 2LZ



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| Inspection date | 8 October 2018 |
| Previous inspection date | 3 July 2014 |

| 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

- Staff provide a welcoming and nurturing environment that helps young children to settle quickly and develop positive personal and social skills.
- Staff support children to make good progress in preparation for their next stages in learning and for school. They carefully identify any gaps in learning and plan stimulating experiences to help children catch up with expected levels of development.
- Children have good opportunities to be active, explore and make choices. They benefit from good-quality teaching overall and they develop a positive approach to learning.
- Leaders and managers support staff development effectively. They encourage reflective practice to improve outcomes for children.
- Leaders, managers and staff have a good understanding of safeguarding procedures and follow effective risk assessment to help keep children safe.

It is not yet outstanding because:

- Staff sometimes do not extend children's creativity fully or provide better explanations to challenge their understanding of the world around them further.

What the setting needs to do to improve further

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

- extend explanations about the world and opportunities for creativity to broaden and challenge children's learning further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, children, staff and the manager at appropriate points during the inspection.
- The inspector looked at children's assessment records, the pre-school's action plans, evidence of staff suitability and qualifications and written comments from parents.

Inspector

Gill Little

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know how to identify children at risk of harm and how to respond to any concerns about their welfare. They keep their knowledge and understanding up to date and they supervise children effectively to help reduce the risk of accidents and incidents. The manager monitors children's development and staff practice successfully to identify and address any gaps in learning and educational provision. For example, following reflective practice, staff deliver an effective programme for mathematical development to better support children's understanding of number, shape, space and measure.

Quality of teaching, learning and assessment is good

Staff provide a stimulating play environment that children enjoy exploring. They teach children new skills and engage them well in discussion to help them make links in their learning. For example, staff help children to count and categorise as they keep a tally of insects that they find in the garden. This helps to develop their mathematical understanding. Staff work successfully in partnership with parents and keep them well informed of their children's progress. They guide learning at home through a range of helpful suggestions, such as supporting toilet training and developing children's understanding of letters and sounds.

Personal development, behaviour and welfare are good

Staff are good role models who pay careful attention to children's feelings to help them feel secure and develop positive behaviour. They help children to learn about people who are different from themselves and to be kind to each other, which supports their social skills effectively. Staff support children to enjoy healthy lifestyles, such as encouraging them to try nutritious foods and teaching them about good hygiene. They help children to learn about safety procedures and to develop skills for independence to prepare them well for their future lives.

Outcomes for children are good

Children develop a good awareness of mathematics as they count in sequence, represent quantities in writing and use language to describe size and weight. They enjoy listening to stories and they explore making marks in different ways to support their early literacy skills. Children are curious and inquisitive, for example, they hunt for insects and explore how water travels through tubes. Children develop good muscle control and coordination as they challenge their physical skills, such as learning how to operate pedals on a wheeled toy. Children develop confidence in expressing their thoughts and ideas. They develop a good understanding of routines and they play well together.

Setting details

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| Unique reference number | 134711 |
| Local authority | Oxfordshire |
| Inspection number | 10060696 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 3 |
| Total number of places | 12 |
| Number of children on roll | 9 |
| Name of registered person | Ambrosden Village Preschool Committee |
| Registered person unique reference number | RP910831 |
| Date of previous inspection | 3 July 2014 |
| Telephone number | 07759 755179 |

Ambrosden Village Pre-School registered in 1992. It is run by a voluntary committee. The pre-school is open on weekdays from 8.20am until 11.20am, during school term times only. It receives funding for the provision of free early education for children aged two years. There are three staff, who all hold relevant qualifications at level 3.

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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