

# Wheatley Pre-School

The Playgroup Room, Wheatley Primary School, Littleworth Road,  
OXFORD OX33 1NW



<b>Inspection date</b>	8 November 2018
Previous inspection date	23 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 develop positive relationships with children and their parents in this welcoming and friendly pre-school. Children show high levels of confidence and they are respectful to others.
- Children develop a good awareness of safety and have frequent opportunities to learn about healthy lifestyles.
- Staff provide an interesting learning environment indoors and outdoors, and they support children well most of the time. Children are inquisitive and curious learners who are keen to engage in new activities and experiences.
- Children become confident communicators. They listen carefully to adults and respond well.
- Staff assess children's development frequently to plan relevant activities that enable children to make good progress in preparation for their next stages in learning and for school.
- Leaders, managers and staff have a good understanding of their safeguarding responsibilities to help keep children safe.
- Leaders and managers encourage staff, parents and children to contribute to self-evaluation processes. They use this information well overall to identify and address areas for further improvement.

### It is not yet outstanding because:

- At times, staff do not make consistent use of their ability to interact effectively with children to reinforce and challenge learning further. This is sometimes evident as children explore the world around them.

## What the setting needs to do to improve further

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

- develop a consistent approach to maintaining the highest-quality interactions to challenge children's thinking further.

### Inspection activities

- The inspector observed activities indoors, outdoors and on an outing.
- The inspector completed a joint observation with the managers.
- The inspector talked to children, staff, parents, managers and committee representatives at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, and evidence of staff suitability and qualifications.

### Inspector

Gill Little

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and managers implement high levels of supervision, careful risk assessment and successful staff deployment to keep children safe in the setting and on outings. They demonstrate this as the team works effectively to escort children safely from the pre-school premises to visit an area of woodland. Leaders, managers and staff have a good understanding of how to identify and respond to any concerns about children's welfare. They do this immediately to ensure that children and families receive the support they need. The new managers work closely with the committee and well-qualified staff team to monitor practice and improve the quality of teaching successfully overall. For example, they support staff to understand good-quality assessment better, to plan effectively for children's individual learning needs. They monitor children's progress carefully to close any gaps in learning.

### Quality of teaching, learning and assessment is good

Staff know children well and teach them a wide range of new skills. For example, they encourage children to solve problems and explore how shapes fit together as children play with construction bricks. Staff lead stimulating whole-group activities, such as singing familiar songs, that encourage children to be confident and joyful. They support children's play well for most of the time, for instance, as they encourage creativity and help children give meaning to the marks they make. Staff work closely in partnership with parents and introduce new processes successfully to keep them well informed about their children's progress. Staff encourage positive partnership working with the on-site school and external agencies to support all children well, including those who have special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Leaders, managers and staff make positive improvements to the learning environment, such as creating exciting areas for children to explore outdoors. They plan stimulating opportunities for children to be physically active, enjoy fresh air and benefit from the natural world. Staff help children to learn about good nutrition and the importance of following safety rules to prevent accidents and injury. They are positive role models who are sensitive to children's feelings and help them feel safe and behave well. Staff encourage children to develop good skills for independence, which helps to prepare them well for their future school lives.

### Outcomes for children are good

Children thoroughly enjoy their time in the pre-school and feel secure enough to adapt well to new routines and experiences. They explore local woodland with interest as they climb trees, sing songs about animals and bake bread over an open fire. Children recall their play experiences confidently as they initiate conversations and respond well to questions. They learn about shape names, such as 'cylinder', and they work out how to fit shapes together when problems arise, showing a good grasp of mathematics.

## Setting details

<b>Unique reference number</b>	134328
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065445
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Wheatley Pre-School Committee
<b>Registered person unique reference number</b>	RP518035
<b>Date of previous inspection</b>	23 November 2015
<b>Telephone number</b>	01865 873687

Wheatley Pre-School registered in 1993 and is run by a parent committee. It is located in Wheatley, Oxfordshire. The pre-school is open on weekdays from 8.50am until 3pm during school term times. It is in receipt of funding to provide free early education for children aged two, three and four years. The pre-school employs eight staff, and seven of these hold relevant qualifications at level 2 or 3.

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