

# Peachcroft Pre-School

North East Abingdon Community Centre, Lindsay Drive, Abingdon OX14 2RT



<b>Inspection date</b>	15 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

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

- Leaders and managers monitor children's development carefully to identify any possible gaps in their learning. They use this information effectively and work closely with the staff team to plan relevant activities that help children make good progress in preparation for school.
- Leaders and managers organise the staff team well to ensure that routines run smoothly and meet children's welfare needs successfully.
- Staff support children's freely chosen play effectively, overall, as they help children make connections in their learning and build on previous knowledge.
- Children engage well in their activities and are keen to explore. Staff are good role models and encourage children to behave positively.
- Staff develop good partnerships with parents, who state that their children are happy, enjoy attending and are progressing well.
- Leaders, managers and staff have a good knowledge of safeguarding procedures to help keep children safe.
- Leaders and managers evaluate practice effectively, taking account of the views of others, to identify areas for further development to improve outcomes for children.

### It is not yet outstanding because:

- At times, staff do not take full account of children's capabilities when supporting their knowledge of sounds and letters to extend their learning effectively.
- Staff sometimes miss opportunities to strengthen and reinforce mathematics accurately to support children's understanding fully.

## What the setting needs to do to improve further

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

- review ways to introduce and reinforce children's knowledge of sounds and letters appropriate to their level of understanding
- increase opportunities to help children develop an accurate understanding of mathematics as they play.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to children, key persons, staff and managers at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, written comments from parents and evidence of staff suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Gill Little

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders, managers and staff keep their knowledge and understanding up to date and are familiar with current issues. They are vigilant about identifying and responding to concerns, including those that might indicate influence from extreme views and behaviours. Leaders and managers support the well-qualified staff team successfully in its professional development and they regularly review the quality of practice. For example, following training, they now have effective routines for snack time to prevent interruptions to children's play and learning. Parents speak highly of the pre-school and feel well informed about their children's learning and development.

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

Staff assess children's capabilities effectively when they first start. For example, they work closely with parents to observe and assess children's levels of development as they visit children at home. Staff track children's progress regularly to plan good-quality learning experiences, overall. They keep discussions going, make suggestions and encourage children to link learning to their home life experiences to make it meaningful. Staff teach children new skills and encourage them to follow their interests. They place a strong focus on helping children to use their words to express their needs and preferences, which supports communication and language skills effectively. Staff develop positive partnerships with other professionals involved in children's care and learning, to encourage consistency and information sharing.

### Personal development, behaviour and welfare are good

Staff help children to settle well in this friendly and welcoming pre-school. They support children to become confident and develop positive skills for independence, such as putting on their boots for outdoor play. This prepares them well for their future lives. Staff are sensitive to children's needs and feelings and they help them to feel secure. They encourage children to play cooperatively and to be respectful of people who are different from themselves. Staff remind children about safety rules. This is evident as they encourage children to finish eating their food at the snack table before going off to play. Staff enable children to enjoy plenty of physical activity and teach them about good hygiene to help them enjoy healthy lifestyles.

### Outcomes for children are good

Children become confident communicators who are able to express their ideas, thoughts and feelings. They play well with their friends and they listen and respond positively to adults. Children are curious and inquisitive and enjoy exploring. For example, they become engrossed while washing wheeled toys with brushes in the garden. They develop good muscle control and follow patterns that support early writing skills successfully. Children enjoy sharing stories and exploring some mathematical concepts, to help them prepare for school life. Children with special educational needs and/or disabilities and those who speak English as an additional language receive the support they need to achieve their learning goals.

## Setting details

<b>Unique reference number</b>	EY537619
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10079181
<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>	49
<b>Name of registered person</b>	Peachcroft Pre-School CIO
<b>Registered person unique reference number</b>	RP537618
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01235 555808

Peachcroft Pre-School registered in 2016 and is run by Peachcroft Pre-School Charitable Incorporated Organisation. It is located in a community centre in Abingdon, Oxfordshire. The pre-school is open on weekdays from 8.45am until 2.45pm during school term times. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs 10 staff. Nine of these hold relevant qualifications at level 2, 3 or 5.

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