

Clanfield Pre-School

Early Years Building, Clanfield Primary School, Main Street, Clanfield,
Oxon OX18 2SP



Inspection date	9 November 2018
Previous inspection date	14 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The quality of teaching and learning is variable. Activities provided do not consistently challenge children in their learning. Staff do not use their assessments of children to ensure their planning and teaching continually meet children's next steps.
- Leaders and managers do not monitor the quality of staff's teaching, activities and children's progress systematically enough to further improve the quality of provision.
- Children's progress is inconsistent in numeracy. Staff do not make the most of all opportunities to develop children's interest and learning in this area.
- Arrangements to develop assessment are improving steadily overall, but leaders, managers and staff are at an early stage of monitoring the progress of different groups of children.

It has the following strengths

- The new leaders and managers know the setting's strengths and weaknesses well. They are starting to take the necessary steps to improve children's learning.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. Children receive good levels of care from staff.
- Partnerships with parents are well established. A two-way flow of information is shared in different ways. This helps children to benefit from continuity in their care and well-being.
- Children have worthwhile opportunities to develop their understanding of nature and to learn outdoors. They develop their physical skills well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement thorough systems for monitoring the quality of teaching to raise teaching to a higher level and improve outcomes for children.	08/02/2019

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

- develop staff's use of their assessments to plan and teach activities which enable children to consistently make the best possible progress
- build staff's ability to make the most of all opportunities to develop children's interest and skills in numeracy, so they make consistently good progress
- strengthen systems for assessing and improving the progress of different groups of children.

Inspection activities

- The inspector viewed activities indoors and outdoors, and assessed their impact on children's well-being and learning.
- The inspector held meetings with the nominated person, who is a committee member, and the manager. She spoke with staff, children and parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff clearly understand their responsibility to protect children from harm and the procedures to follow if they have concerns about a child's welfare. Staff complete daily safety checks on all of the areas used. The recently appointed manager, together with the newly appointed committee, has worked hard to update all policies and resources. Managers have recently started to review staff's teaching practice. However, they do not focus as well as possible on monitoring the quality of teaching, assessment and planning to ensure children consistently learn well. Managers are working with the local authority to help make improvements. Staff access training, such as safeguarding and first aid, and there are sound plans for future professional development. Assessment and self-evaluation are developing and managers and staff aspire to improve.

Quality of teaching, learning and assessment requires improvement

Staff do not extend children's learning as well as possible; for example, when planning they do not consider the development of individual children enough. They sometimes miss opportunities to interact with individuals to develop their interests and understanding. Despite this, staff observe children and know them well. Staff support children to experiment with different media to make marks. Children have appropriate opportunities to make choices about their play and to engage in imaginative play. This helps children to develop their creative skills. Extra funding is used appropriately to provide additional learning opportunities for outdoor learning with a specialist teacher.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff have good knowledge of their care needs and create a warm and caring environment. The key-person system is effective in helping new children to settle. Children are supported well to develop the skills they need to adopt a healthy lifestyle. The setting is clean and staff consistently implement hygiene routines. Children play happily outdoors; for instance, they enjoy digging in the sand and creating 'pies' in their mud kitchen. Children keep themselves and others safe as they play, such as when they carefully negotiate space during outdoor play.

Outcomes for children require improvement

Not all children benefit from the targeted support they need to reach their full potential due to gaps in the use of assessment for planning. For example, children sometimes spend too long on the same activity. Staff do not provide enough additional challenge, including in numeracy. Overall, children attain the skills they need to move on to school. Children follow pre-school routines and adhere to the set behaviour expectations. They play well with others and are able to sit and listen. Children learn to use small tools carefully and with skill, such as cutting with scissors. They enjoy looking at books and listening to stories, and can identify different mathematical sizes and shapes.

Setting details

Unique reference number	EY420265
Local authority	Oxfordshire
Inspection number	10060699
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Clanfield Pre-School Committee
Registered person unique reference number	RP908633
Date of previous inspection	14 July 2014
Telephone number	01367 810 365

Clanfield Pre-School originally registered in 1998 and re-registered in 2011. It operates from the Foundation Stage Unit within Clanfield Primary School. It has its own premises within the unit, although it shares the main entrance area with the school's Reception class. The pre-school is managed by a voluntary committee. It is open each weekday during school term times. It offers morning sessions from 8.45am until 11.45am, and afternoon sessions from 11.45am until 2.45pm. Children may attend for a variety of sessions and there is an optional lunch club. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff, all of whom hold relevant qualifications, including one who holds early years professional status and one who is a qualified teacher.

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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