

Polstead Preschool

St. Margaret's Institute, 30 Polstead Road, OXFORD OX2 6TN



Inspection date	16 November 2018
Previous inspection date	12 March 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

- Children arrive at nursery happy and eager to learn. Staff provide a range of exciting and well-planned activities. This supports children to make good progress in their learning.
- Staff provide a nurturing and caring environment where children become highly confident and independent learners. Staff are sensitive to children's differing developmental needs. Children settle quickly and behave very well.
- Staff value children's home lives, cultures and languages particularly well. They help children learn the importance of tolerance, acceptance and respect.
- Partnerships with parents are strong. Parents are highly positive about the care and learning their children receive. For example, they use the books in the nursery lending library to support children's learning at home.
- The manager and the committee are determined to provide the best possible care and education for all children. They set a clear direction for the pre-school's future development, and are strongly supported by the well-qualified and enthusiastic staff.

It is not yet outstanding because:

- The programme of professional development is not highly focused to target the development of staff and to raise the quality of teaching even more.
- Opportunities for children to explore technology are not consistently available, to help children build on their interests and awareness of how things work.

What the setting needs to do to improve further

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

- target continuous professional development opportunities for staff more precisely to help ensure teaching skills improve even further
- develop opportunities to interest children in technology even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector held meetings with the manager, the nominated person and the committee chairperson, and spoke to staff and children.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, written policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff clearly understand their responsibility to keep children safe and know the procedures to follow if they have concerns about their welfare. The manager makes good use of regular supervisory meetings to monitor staff performance, and staff are keen to improve and develop further. They regularly access training targeted to support the welfare needs of children. Self-evaluation of the quality of the pre-school is accurate and managers effectively add the views of parents and children into their development plans. For example, at parents' request, managers provided a richer range of reading books for children to enjoy.

Quality of teaching, learning and assessment is good

Staff gather information from parents on children's starting points and carry out regular assessments to find out about children's interests and development. This helps them to plan what each child needs to learn next. They focus strongly on children having choices and leading their own learning. Staff promote children's language well. For example, they use stories and songs to expand children's understanding and vocabulary. Younger children delight in performing actions, showing they understand. Staff enthuse children's interest in shapes and measurements. For instance, older children learn about height and width when staff help them to draw round each and compare their different sizes.

Personal development, behaviour and welfare are good

Children quickly settle to their activities. Staff act as good role models and encourage children to understand the importance of being kind and caring. This helps children to develop good friendships with each other. They learn to share and take turns and respect the wishes of others. Children are learning to manage their own personal care needs. They learn about the importance of good health. They remember to wash their hands before eating, calmly enjoy their healthy snacks and pour their own drinks. Children relish playing outdoors. They enjoy climbing and balancing on the outdoor equipment and older children develop balance and coordination using different types of bicycles.

Outcomes for children are good

Children progress well from their starting points, including those who speak English as an additional language. They are well prepared for the next stage in their learning. Children become deeply involved in self-chosen activities and show high levels of concentration. Children develop a very strong interest in reading. For example, they love story books and enjoy acting out their favourite tales. Older children learn to recognise letters and link these to their letter sounds. Children learn to count effectively, such as when they pay for their shopping with pretend money. They have good opportunities for developing their mark-making skills with a rich range of media.

Setting details

Unique reference number	133989
Local authority	Oxfordshire
Inspection number	10060449
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	17
Name of registered person	Polstead Preschool Oxford Committee
Registered person unique reference number	RP905673
Date of previous inspection	12 March 2015
Telephone number	01865 428586

Polstead Preschool first registered in 1992. It operates from a community building in Oxford. The pre-school opens weekdays between 9am and 3pm, during term time. It employs three members of staff, all of whom have relevant qualifications, including one who holds early years professional status, and one with a degree in child development and learning.

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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