

Robin Preschool

Edward Feild Primary School, Bicester Road, Kidlington OX5 2LG



Inspection date	26 April 2019
Previous inspection date	20 June 2018

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

Summary of key findings for parents

This is a provision that requires improvement

- Teaching does not focus closely enough on what individual children need to learn next, particularly for younger children who show a delay in their communication and social skills. Children eligible for additional funding, younger children and children with special educational needs and/or disabilities (SEND) make slower rates of progress compared to their peers. This impacts on their readiness for school.
- Leaders do not provide effective coaching, training or support for staff, including the manager and deputy, to ensure they fulfil the responsibilities of their roles and offer consistently good-quality learning experiences for all children.
- Staff do not use early years pupil premium funding effectively to improve outcomes for those children who are eligible.

It has the following strengths

- Leaders and staff have worked closely with the local authority to raise the quality of the provision. Improvements, such as those made to the organisation of the routine in Robin room, have had a positive effect on children's behaviour.
- Partnerships with parents are strong and contribute successfully to consistency in children's learning. Staff provide regular updates on children's progress and give parents further ideas on how to support children's learning at home. Parents speak very positively about the provision.

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
improve the quality of teaching to a consistently good level, so that staff focus more precisely on what children need to learn next, particularly where children show a delay in communication and language skills, and social development	28/06/2019
ensure staff receive effective monitoring, coaching and support that precisely identifies areas for improvement, and ensure that all staff have a clear understanding of their roles and responsibilities, including teaching.	28/06/2019

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

- make sure that early years pupil premium funding is used effectively to improve outcomes for those children it is intended for.

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff's suitability checks and samples of staff supervision records.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. The inspector held a meeting with the manager.
- The inspector conducted a joint observation of teaching in the garden and during a small group activity.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

Since the last inspection, weaknesses remain in the quality of teaching in Robin room. Leaders do not deploy staff effectively according to their qualifications and experience, in order that children make the best possible progress. Observations of teaching do not focus precisely enough on what staff need to do to improve their personal effectiveness. However, the well-qualified, experienced manager demonstrates an accurate understanding of how to improve teaching, which is steadily improving over time. Safeguarding is effective. Staff understand their responsibilities to protect children and know the procedures to follow if they have any concerns. The manager works effectively with partner agencies to support families and promote children's well-being. Recruitment and vetting procedures ensure staff's suitability to work with children. The manager accurately monitors differences in children's learning and takes some action to address these. Leaders do not hold staff accountable for how additional funding, such as early years pupil premium, is used.

Quality of teaching, learning and assessment requires improvement

Despite staff qualifications, teaching in Robin room does not meet the needs of the youngest children effectively. Some staff lack sufficient skills to extend children's learning successfully, for example, during a craft activity staff become overly focused on directing children and this limits children's creativity. Staff do not implement strategies, such as those recommended by professionals to support children with SEND, which limits children's progress. Teaching in Owl room meets the needs of the older children effectively. For example, as children explore a set of weighing scales, staff successfully motivate children to compare the weight of objects and work out which weigh 'more' or 'less'.

Personal development, behaviour and welfare require improvement

Children are happy and form secure relationships. However, due to inconsistencies in teaching, children do not benefit from good opportunities to develop their independence and social skills fully. For example, some staff do not model the group rules to children effectively, such as promoting respect for the learning environment, or support children's independence consistently. Since the last inspection, improvements to the daily routine have provided children with good opportunities to be physically active outside. This has improved children's engagement in learning, and younger children enjoy the challenges of climbing or exploring water and sand play with their friends. Older children eagerly become bug detectives and count how many legs a centipede has.

Outcomes for children require improvement

Younger children do not make the progress that they are capable of. They show slower rates of progress, in areas such as communication and speaking, given their starting points. Children find it hard to sustain their concentration on activities due to the lack of challenge and weaknesses in teaching. Older children make good progress and show motivation and concentration during activities. They work together to solve problems and are inquisitive in their learning. They recognise written numbers and show perseverance when working out simple calculations.

Setting details

Unique reference number	EY501072
Local authority	Oxfordshire
Inspection number	10085040
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	64
Number of children on roll	88
Name of registered person	Robin Preschool Ltd
Registered person unique reference number	RP911004
Date of previous inspection	20 June 2018
Telephone number	07826931092

Robin Preschool registered in 2016. It operates from two rooms within Edward Feild Primary School, in Kidlington, Oxfordshire. The preschool is open on weekdays from 9am until 3.15pm during school term times. It provides funded early education for three- and four-year-old children. The preschool employs 17 staff, and 11 of these 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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