

Cropredy Pre-School

Station Road, Cropredy, Banbury, Oxfordshire OX17 1PU



Inspection date	21 June 2019
Previous inspection date	23 September 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is an excellent leader. She inspires and supports staff members in equal measure. The manager, staff and committee members all work tirelessly and successfully to ensure that children receive care and education of the very highest standards.
- The manager and staff monitor children's progress very closely. They quickly identify any gaps in learning for individual children or groups of children. They put in place a programme of targeted and highly successful support to quickly close these gaps. This has a significant impact. Children make rapid progress and quickly catch up with their peers.
- The manager and staff show a highly impressive attitude towards their own development. They embrace fully all opportunities to learn new skills and to reflect on their practice. The manager supports staff through a programme of robust observations, supervisions and targeted training. The committee offers the same high-level support to the manager. High-quality teaching is embedded throughout the pre-school.
- Children find the resources and activities inspiring, exciting and challenging. They show an extremely positive attitude towards their learning. They revel in learning how to manage risks safely. They develop quickly into highly inquisitive and confident learners.
- Children develop a very positive view of the benefits of a healthy and active lifestyle. This is demonstrated in the enthusiasm they show for taking part in the 'daily run' and their enjoyment in spending time learning and playing outdoors.

What the setting needs to do to improve further

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

- develop an even wider range of experiences that encourage children to explore with their senses.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and children.
- The inspector spoke to staff about their understanding of safeguarding and child protection.
- The inspector held a meeting with the manager. They discussed plans for further improvements and arrangements for monitoring and supporting staff practice. The inspector looked at relevant documentation, including children's records and the provider's policies.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is outstanding

The manager creates a culture of real cooperation between staff, parents and other professionals. This has a highly effective impact on children's outcomes, staff's skills and parents' understanding of their children's learning. For example, staff and parents took part together in training provided by speech and language therapists. This enabled everyone to work together to support children's developing language skills. The manager leads staff in a highly successful programme of ongoing reviews and improvements. For example, there has been a strong focus on improving the teaching of mathematics and literacy. The manager has plans to develop a wider range of sensory experiences for children. Safeguarding is effective. Staff have an excellent understanding of the signs and symptoms of abuse. They know what to do should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is outstanding

Staff consistently demonstrate excellent teaching skills. They show a detailed understanding of how children learn and develop. For example, they show great skill in how they join children in their play and how to use questions and comments to extend children's knowledge and problem-solving skills. They do this without in any way spoiling or interrupting children's fun. For example, staff introduce new and exciting words to help children describe what they are doing in the 'mud kitchen'. Staff teach children how to recognise and write familiar words. They ensure children learn how to form letters correctly. They teach about numbers, weights and sizes with the same eye for detail and confidence in their own skills. They make accurate assessments about each child's progress. Children's daily experiences are tailored to their individual needs. For example, some children take part in extra activities that help them develop their confidence to share their own ideas and others take part in activities to extend their vocabulary.

Personal development, behaviour and welfare are outstanding

Children develop excellent physical skills. For example, indoors children pour carefully from china teapots into china cups. Outside, they climb the deep steps to the treehouse. They put their arms out to aid balance as they negotiate a line of tree stumps. Staff are excellent role models. They join children in their physical play. They show through their interactions with children and adults how to be kind, courteous and helpful. Children show respect for each other and for their environment. They behave very well. Staff place children's well-being at the heart of all that they do. They identify children who may find starting pre-school difficult and give these children all the time and nurturing they need to begin to enjoy attending.

Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities and/or in receipt of additional funding, make excellent progress from their starting points. Children develop an impressive set of skills in preparation for their future learning and starting school. They are developing into very tolerant individuals who find learning exciting and fun.

Setting details

Unique reference number	133609
Local authority	Oxfordshire
Inspection number	10065423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 7
Total number of places	26
Number of children on roll	56
Name of registered person	Cropredy Pre-School
Registered person unique reference number	RP518033
Date of previous inspection	23 September 2015
Telephone number	01295 758 914

Cropredy Pre-School registered in 1993. It is located in the village of Cropredy, near Banbury, Oxfordshire. It is open from 8am to 5pm Monday to Thursday and from 8am to 3pm Fridays. The setting operates during term time only. The provider receives funding to provide free early education to children aged two, three and four years. There are eight members of staff and all hold relevant childcare qualifications at level 2 or level 3.

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