

North Hinksey Pre-School and Childcare Club



North Hinksey C of E School, North Hinksey Lane, Oxford, Oxfordshire
OX2 0LZ

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| Inspection date | 19 July 2019 |
| Previous inspection date | 9 October 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-----------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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

This provision is good

- Staff provide children with a calm and inviting learning environment. Children make considered choices about what to do and what resources to use. They use the resources with purpose and focus well on what they are doing.
- Staff quickly identify children who may need extra help to make the progress of which they are capable. Staff put a wide range of successful strategies in place to support these children and help close any gaps in their learning.
- The manager uses additional funding effectively to meet the individual needs of children. All children, including those in receipt of additional funding and children who speak English as an additional language, make good progress from their starting points.
- Partnerships with parents are very strong. Staff work closely with parents to ensure children feel confident about starting pre-school. Staff continue to work closely in partnership with parents throughout children's time at the setting.
- Staff place a high emphasis on ensuring children feel safe, secure and welcome. Children show high levels of well-being. The pre-school is full of happy children.
- Overall, the quality of teaching is good. However, the manager recognises that on occasions staff do not provide high levels of challenge for the older, most able children.
- Staff sometimes miss opportunities to further build on children's existing knowledge of numbers, shapes and other mathematical concepts.

What the setting needs to do to improve further

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

- support staff to develop a wider range of teaching strategies to enable them to extend further the existing skills of the most able children
- provide children with more learning experiences that extend their mathematical development still further.

Inspection activities

- The inspector made a tour of the premises and discussed arrangements for identifying and minimising risks.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff and children and evaluated the quality of teaching and learning.
- The inspector spoke with staff about their understanding of safeguarding and child protection matters.
- The inspector took account of the views of children and parents.
- The inspector held a meeting with the manager and looked at documentation, including children's records and staff qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and all staff have a detailed understanding of their safeguarding responsibilities. They fully understand what to do if they have any concerns about a child's welfare. The manager works closely with a wide range of other professionals to support individual children and ensure these children's needs are being met. She monitors children's progress and the overall quality of the provision in order to make ongoing improvements, such as to the learning environment. Staff appreciate the feedback they receive on their performance. The manager has plans to enhance this still further. The manager identifies useful professional development opportunities. For example, staff have attended training to enable them to provide further experiences to support children's developing literacy skills.

Quality of teaching, learning and assessment is good

Staff make accurate, ongoing assessments about children's progress and use these well to plan how to meet their individual needs. Children show that they are keen to learn. Staff teach children to work together to find solutions to problems. For example, on the day of the inspection staff expertly helped two children to work out what to do when both felt they should have the first turn on the rope swing. With well-chosen input from staff, these children were able to come to an amicable solution. Staff make good use of questioning and comment to extend children's learning through children's self-chosen play. For example, by joining children in the home corner staff were able to extend children's vocabulary and encourage children to make links between different parts of their lives.

Personal development, behaviour and welfare are good

Staff encourage children effectively to enjoy the benefits of a healthy and active lifestyle. Children enjoy spending time outdoors where there is plenty of space to run and play energetically. They climb confidently and negotiate space successfully. Children learn to keep themselves safe. For example, they are able to explain the rules that they need to follow when taking part in forest school sessions and why these are important to their safety and that of other children. Overall, children behave well. When children find controlling their emotions a little more challenging, staff provide expert and discreet support. Staff are good role models. They are consistently kind and encouraging in their interactions with all children.

Outcomes for children are good

Children manage the move to school well. Staff work closely with parents to ensure that each child is prepared well for the move. For example, the manager invites parents to information evenings to share ways in which parents can help children develop the key skills they will need for starting school. Children become independent in meeting their own personal needs, such as toileting and handwashing. They learn to be considerate of the similarities and differences between themselves and others. They develop a positive attitude towards learning and the confidence to try new experiences.

Setting details

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| Unique reference number | EY282708 |
| Local authority | Oxfordshire |
| Inspection number | 10108571 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 7 |
| Total number of places | 50 |
| Number of children on roll | 80 |
| Name of registered person | North Hinksey Pre- School & Childcare Clubs Committee |
| Registered person unique reference number | RP522263 |
| Date of previous inspection | 9 October 2014 |
| Telephone number | 01865 794287 |

North Hinksey Pre-School and Childcare Club originally registered in 1972 and it registered at its present setting in 2004. Sessions are from 7.45am to 8.45am for the breakfast club, 8.45am to 3.15pm for the pre-school, and 3.15pm to 6pm for the after-school club. The holiday club is open during school holidays from 7.45am to 6pm. The provider receives funding for the provision of free early education to children aged two, three and four years. The provider employs nine members of staff. The manager holds a relevant qualification at level 7. Seven other members of staff hold relevant qualifications.

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