

Inspection of South Moreton Preschool

High Street, South Moreton, Didcot, Oxfordshire OX11 9AG

Inspection date: 16 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The pre-school is a calm, safe and stimulating environment. Children use the good-quality resources and equipment well. They develop their independence and follow their own ideas in both the indoor and outdoor areas. For example, children negotiate space confidently as they successfully manoeuvre scooters and sit-on toys outside.

Staff are particularly effective at supporting children's communication and social skills. For example, staff model language well as children make marks with paint in the outside area. During an activity, staff questioned children to consider the different textures of the leaves and the paint. Staff helped children to identify the paint feeling cold, as one child experimented painting his hand. Staff use spontaneous moments to support their learning as children join in with a game of 'I-spy', to develop children's further recognition of different colours in the outside area. Children count, sort and match in their activities. Staff encourage them to compare sizes and use positional language, increasing their early mathematical awareness.

Staff work hard to form strong relationships with children from the outset. For example, children meet their key person on a home visit before they start at the pre-school. Staff are good role models to children and children behave well. Staff encourage children to recall their activities and talk about their families and experiences. Children learn to tend to their own personal needs with gentle encouragement and support. This contributes to their self-confidence, particularly in preparation for school.

What does the early years setting do well and what does it need to do better?

- The manager has worked hard with the staff and committee, with support from the local authority early years adviser, to help successfully address the action and recommendations raised at the last inspection. They are a highly reflective team, and work very well together to provide the best possible environment for children to learn and develop. They know the areas they still need to develop and have plans in place to address these to further improve outcomes for children.
- Staff work effectively to develop children's communication skills. For example, they carry out regular small-group activities and read to children with enthusiasm and excitement.
- The manager has recently introduced a new system for monitoring staff practice to offer even higher levels of support in raising the quality of teaching even further. However, this is still in its infancy and not yet fully embedded in practice.

- Children frequently share books and become attentive listeners. They sing songs together and thoroughly enjoy performing the actions.
- The manager works with other professionals as part of her continuous improvement plans. Following recent training, staff now have a more in-depth knowledge of how to help young children gain confidence in their speaking skills.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff evaluate effectively the impact of the activities on the progress of children, including those learning English as an additional language. The manager regularly monitors the progress children make to ensure all areas of learning are met.
- Parents are kept informed of their child's progress. However, staff recognise that they do not do enough to engage parents even more with their child's learning at home, to support greater continuity in children's care and learning.
- Staff speak kindly and considerately to children. Staff's exceptionally positive attitudes help children feel emotionally secure. Staff share and celebrate children's achievements. Children are motivated and sustain concentration.
- Staff prepare children for life, helping them to learn about respecting others and developing their understanding of the similarities and differences of the friends and staff around them. Children are given a range of rich experiences to understand how different people live and how they celebrate.
- Staff plan each session carefully, ensuring children have opportunities to experience a wide variety of activities. They know each child well and adapt their interactions to extend the skills of each individual. Staff have easy access to resources and so they extend and follow children's interests quickly.
- Staff build very effective partnerships with the local primary school that children are due to attend. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Safeguarding

The arrangements for safeguarding are effective.

The manager places a high priority on making sure that children are safe and this is well managed throughout the pre-school. Staff have regular training and their knowledge of child protection is refreshed regularly in staff and supervision meetings. Staff know the signs and symptoms to look for and the procedures to follow if they have any concerns about a child's welfare. Policies and procedures reflect the advice and guidance of the local authorities and are fully available to parents.

What does the setting need to do to improve?

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

- enhance systems to monitor staff practice to provide more regular and specific support for all staff
- improve ways in which parents can share ongoing information about what children can do at home to fully support a shared approach to their learning.

Setting details

Unique reference number	133717
Local authority	Oxfordshire
Inspection number	10082714
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	23
Name of registered person	South Moreton Pre-School Committee
Registered person unique reference number	RP518047
Telephone number	01235 819657
Date of previous inspection	16 October 2018

Information about this early years setting

South Moreton Preschool opened in 1978 and registered in 1993. Since 2008, it has operated from within South Moreton Primary School, near Didcot, Oxfordshire. It has a separate classroom and is run independently of the school by a parent management committee. The pre-school is open on weekdays from 9am until 3pm during school term times. The pre-school employs six staff, four of whom hold relevant qualifications, from level 2 to level 5.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector carried out a walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- A meeting was held between the inspector, manager and various members of the committee.
- The inspector looked at a sample of relevant documents, including evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection 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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