

Inspection of Witney Community Primary Pre School

Witney Community Primary School, Hailey Road, Witney, Oxfordshire OX28 1HL

Inspection date: 23 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident. They are kept and feel safe. They have very strong bonds with the caring, attentive staff. Staff respect their individuality and know them well. Children are eager to learn and behave well. Staff provide a range of stimulating activities and experiences indoors and outdoors. The manager has strategies to identify and target any gaps that children have in their learning. When gaps arise, staff are quick to use children's interests to help close them. They skilfully support children with special educational needs and/or disabilities (SEND). They share information with other professionals effectively. Staff foster strong relationships with parents, who praise the pre-school highly. Staff are well qualified and have high expectations for every child.

Children develop their confidence in choosing activities, and build their speaking skills well. Children really enjoy reading and listen attentively to stories. Sometimes, however, staff do not fully considered ways to consistently engage younger children during group times. Staff regularly access training that is targeted to support children's welfare needs. The quality of teaching is good. However, the manager has not fully explored additional training opportunities for staff in order to help raise the quality of teaching even further.

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

- Staff plan a rich curriculum that reflects children's individual interests. Children are able to explore and investigate freely. Staff encourage them to develop their ideas. For example, children are fascinated as they find out how coloured water changes when they add another colour. Trips to places such as museums and forest time extends their knowledge and understanding.
- Children enjoy being creative. Staff provide a wide range of sensory activities. They develop children's communication skills well. For example, staff skilfully introduce new vocabulary as children curiously experience new smells and textures when mixing herbs, flower petals and water to create pretend food.
- Children develop self-care skills and independence effectively. For example, they put on their coats and shoes for outdoor play and pour their own drinks at snack times. Children wash their hands before eating and explain why they need to do so.
- Children feel cherished and cared for. They demonstrate good behaviour and usually concentrate well. However, occasionally, during larger group activities, younger children begin to lose their concentration when activities do not fully meet their learning needs. Children play well together and share resources.
- Children have plenty of opportunities to develop their large-muscle skills and engage in energetic outdoor play. Older children skilfully operate wheeled vehicles, navigating the space available. Indoors, they enjoy singing action

songs and jump, hop and dance when performing the actions.

- Children make good progress. They gain the key skills that prepare them for future success. Staff have high expectations for children and track their development. This helps them plan for children's next learning steps. The manager and staff are very attentive to supporting children with SEND. They liaise effectively with outside agencies, such as speech and language therapists, to ensure children receive good support.
- Parents value the bonds that staff have with their children. They work together effectively to provide consistent and good-quality care and learning. Children benefit from the continuity.
- Children enjoy reading stories with staff. Staff ensure children can easily select books for themselves. Older children engage in daily phonics sessions. Children have good mathematical knowledge. Staff encourage mathematical understanding during many activities. For example, children enjoy counting during daily routines and measuring quantities of water using small and large containers during garden water play.
- The manager regularly evaluates the pre-school. She obtains the views of staff and parents to make improvements and implements suggestions. For instance, staff now provide parents with clearer information on their children's learning. The manager monitors staff's performance through regular supervisory meetings. Staff are keen to improve and develop. However, systems for improving the quality of teaching are not thoroughly embedded. Staff are not encouraged to actively build on their professional development in order to further develop their practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in recognising and reporting any signs that may indicate a child is at risk of harm. The manager ensures all staff receive regular safeguarding training and shares updates with staff regularly. Staff have regular meetings with the manager, who reviews their understanding of safeguarding children. When appointing new staff, the manager follows thorough recruitment processes. This ensures staff are suitable and have the necessary skills to fulfil their role. All staff are familiar with wider safeguarding issues and are confident in identifying these.

What does the setting need to do to improve?

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

- provide ways to help younger children to remain consistently engaged during group activities to help them stay interested and involved
- build on arrangements for the professional development of staff, to even further enhance the standards of teaching.

Setting details

Unique reference number	EY549170
Local authority	Oxfordshire
Inspection number	10123465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Currell, Carrie-Jayne
Registered person unique reference number	RP549169
Telephone number	07536 093219
Date of previous inspection	Not applicable

Information about this early years setting

Witney Community Primary Pre School registered in 2017. It operates from self-contained premises in Witney Community Primary School, Witney, Oxfordshire. The pre-school is open five days a week during term time. Sessions are from 8am to 3.30pm. The pre-school employs five members of staff. Three are qualified to level 3 and one member of staff is a qualified teacher.

Information about this inspection

Inspector

Eileen Chadwick

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 provider, who is also the manager, and the inspector carried out a joint observation together.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.
- The inspector sampled some of the pre-school's documents. This included evidence about staff's training and supervision sessions.
- Several parents spoke to the inspector during the inspection and their views were taken into account.

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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