

# Inspection of Clanfield Pre-School

Early Years Building, Clanfield Primary School, Main Street, Clanfield, Oxon OX18 2SP

---

Inspection date: 8 November 2019

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at pre-school. They know the routines and settle quickly to their learning and play. For example, when they arrive for the start of a session, they are warmly greeted by staff and select an envelope with their name and post it in a red box. They choose from a range of interesting activities. The pre-school has a positive and welcoming atmosphere. All staff set high expectations of how children should behave and have established strong relationships with them. Children are safe in the setting and grow in confidence. They are well behaved and treat others with kindness and respect. Children are eager to participate in the interesting learning activities provided. They show curiosity, determination and independence in their learning. For example, children had great fun with imaginative play in the outdoor mud kitchen. They prepared different pretend foods and cooked them in the oven. Parents comment that the pre-school staff are approachable and know the children well. They say communication is good and they know what their children are learning. Staff respond well to children's individual needs. Staff work well with other agencies and providers. Children are well prepared for school.

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

- The manager has vision and the determination to provide a well-planned curriculum that enables all children to achieve as well. All staff work well together and strive to provide high-quality education and care.
- Effective action has tackled the improvement points from the previous inspection. Good-quality training and support from the local authority have contributed to these improvements. For example, staff have strengthened assessment procedures and have a clearer understanding of what children know and can do. They use this information to plan the next steps of children's learning.
- Members of the committee provide good support and constructive challenge. They have a good understanding of how well the pre-school is doing. They attend staff training sessions and have checked improvements.
- The key-person system, where each member of staff oversees a small group of children, is a strength. The key person knows each child well. In planning activities, good account is taken of children's interests and needs. Most-able children and those who need additional support are well provided for and make good progress.
- Professional development, including online training, has had a positive impact on practice. An assistant manager deals with administrative matters. This arrangement enables the practitioners to focus on teaching and learning. Assessment systems are manageable and useful.
- There have been good improvements in mathematics since the last inspection.

Children access a range of good-quality apparatus and equipment to help their learning. For example, they sorted shapes and used them to construct towers. They are developing language of size, such as 'big', 'tall' and 'short'. Children use simple instruments to measure length and time.

- All staff interact and engage with children. They listen attentively to children and talk about their learning. They model language effectively and children gain new vocabulary. However, not all staff are skilled in asking challenging questions to extend children's thinking and learning.
- Children are presented with interesting activities to help them learn about different people and communities. For instance, in celebrating Diwali, the Hindu festival of light, children made clay divas. They selected different paints and glitter to decorate their diva pots. Children enjoyed the story of Rama and Sita. They tasted Indian foods such as basmati rice, korma curry and samosas. Children were adventurous and willing to try new things.
- The manager and staff have made improvements to planning learning activities and to the learning resources. Further improvements are planned to enhance the learning experiences for children who prefer to play outside.
- Staff provide children with regular healthy snacks. Children are well mannered when offered food and drink. Good hygiene routines are established. Children have good opportunities for fresh air and physical exercise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities for the safeguarding of children. They know what to do if they have any concerns about a child's welfare. The manager ensures that all staff keep their knowledge of safeguarding up to date through regular training. The manager and staff take effective steps to ensure that children are safe in the setting. Effective recruitment procedures help to ensure that new staff are suitably qualified and safe to work with children.

## **What does the setting need to do to improve?**

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

- make greater use of opportunities to consistently challenge and extend children's learning and development, and help them make the best possible progress
- enhance activities and experiences outdoors, to challenge and extend the learning of children who prefer to play outside.

## Setting details

<b>Unique reference number</b>	EY420265
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10085545
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Clanfield Pre-School Committee
<b>Registered person unique reference number</b>	RP908633
<b>Telephone number</b>	01367 810 365
<b>Date of previous inspection</b>	9 November 2018

## Information about this early years setting

Clanfield Pre-School originally registered in 1998 and re-registered in 2011. It operates from the Foundation Stage Unit within the site of Clanfield Primary School. The pre-school is open each weekday during school term times. It offers morning sessions from 8.45am until 11.45am, and afternoon sessions from 11.45am until 2.45pm. Children may attend for a variety of sessions and there is an optional lunch club. The pre-school is in receipt of funding for the provision of free early education for children age three. The pre-school employs a manager and four early years practitioners. An assistant manager deals with administration. All practitioners hold relevant early years qualifications to level 3. One member of staff holds an early years foundation degree, and a forest-school leader has qualified teacher status.

## Information about this inspection

### Inspector

Derek Watts

## Inspection activities

- The inspector observed a range of learning activities across the pre-school, indoors and outdoors.
- The inspector and the manager completed a learning walk and joint observations.
- The inspector held discussions with the manager, staff, parents and a local authority adviser during the inspection.
- The inspector examined a range of documentation including children's assessments, policies and safeguarding records.
- The inspector discussed and reviewed evidence of staff recruitment, development and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019