

# Inspection of Eynsham Pre-School

Eynsham Primary School, Beech Road, Eynsham, WITNEY, Oxfordshire OX29 4LJ

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Inspection date: 20 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **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 are happy and keen to take part in the activities on arrival. Staff have high expectations and support children to develop good levels of independence, particularly in their self-care skills. This helps to prepare them well for their eventual move to school. For example, children learn how to put on their wellies, serve their meals and wash their hands after using the toilet.

Children develop good language and literacy skills. Staff make good use of activities, such as stories and singing, to introduce new words and help broaden children's vocabulary. Younger children say, 'Dinosaurs, big teeth, raaaa,' as they find pictures of dinosaurs in the garden. During an activity, staff enthusiastically engaged children to re-enact a familiar story and pretend to make 'Gruffalo pie'. Staff and the children sang together 'Row the boat' while sitting in a boat outside. Children showed delight as they pretended to go on an adventure in the boat.

Children have good relationships with staff and each other. They are considerate and they wait patiently for their turns in play. Children particularly enjoy being active outside. They get lots of fresh air and ride around the garden on wheeled toys. This helps to promote good health and develops children's physical skills well.

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

- The manager is new to the setting. She has a clear and ambitious vision for providing good-quality care and education. The manager works closely with the committee and staff to help to raise the quality of the setting. They identify accurate areas for improvements and have plans in place to address these to further improve outcomes for children. For instance, the manager plans to provide children with more opportunities to develop their early mathematical development in all learning environments.
- Staff are a committed team who have a good understanding of how children develop. All children, including those in receipt of additional funding, make good progress in their learning from their starting points.
- Staff provide a broad range of interesting and enjoyable experiences for the children to develop their curiosity and imagination. For instance, they provide a variety of real-life resources, such as crockery, cereal boxes and pasta in their role-play area. Children learn how to handle these resources with care and enjoy pretending to make meals.
- The staff team has a good understanding of how to help children move on in their learning. Staff skilfully adapt activities for children of different ages. For example, when making 'moon dust', younger children are given roles, such as

pouring flour into measuring cups. Older children make marks on the chalkboard to help to keep record of how many cups of flour have been added to the mixture. They are caring and helpful towards younger children during the activities. This is demonstrated as older children gather and pass equipment and utensils to younger children.

- Staff have high expectations for children's behaviour and attitudes. They are good role models and help children to consider the impact of their actions on others. Staff demonstrate this when they gently remind the youngest children not to swing resources because they may accidentally hurt a friend. Staff offer lots of opportunities to promote children's well-being. They help children to practise and name different facial expressions to learn about a wide range of emotions and begin to recognise how others are feeling.
- Staff are kind and nurturing with children. They help children to develop good levels of self-confidence and a positive sense of belonging. For example, staff constantly praise children for their achievements.
- Parents share positive views about the pre-school. During the inspection, parents commented that staff provide regular feedback about their child's learning. However, the manager recognises that strategies to encourage parents to share their ideas for future improvements are not fully embedded and successful.
- The manager has recently introduced new arrangements for monitoring staff performance. However, strong levels of coaching and mentoring are not yet fully established to help to raise the quality of teaching to the highest of standards.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to protect children. They know the signs and symptoms that could indicate a child is at risk of harm and who to report concerns to. All staff attend regular safeguarding training to help them keep their knowledge up to date with current safeguarding requirements. Staff complete thorough risk assessments which include all areas of practice, such as the indoor and outdoor learning environments. Staff teach children how to remain safe, for example helping them to understand why it is not safe to climb and stand on furniture. Staff and committee members receive thorough, vigilant recruitment checks to confirm their ongoing suitability 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:**

- find more ways to encourage parents to consistently share their ideas for future improvements to the quality of the provision
- enhance systems to coach and mentor staff practice regularly, to raise the

quality of teaching even further.

## Setting details

<b>Unique reference number</b>	134436
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10128566
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	25
<b>Name of registered person</b>	Eynsham Pre-School Association Committee
<b>Registered person unique reference number</b>	RP909855
<b>Telephone number</b>	01865 883893
<b>Date of previous inspection</b>	13 April 2016

## Information about this early years setting

Eynsham Pre-School opened in 1976 and is managed by a committee of parents and volunteers. It operates from a mobile building in the grounds of Eynsham Community Primary School, in Eynsham, Oxfordshire. The pre-school opens each weekday, during term time, from 8.40am to 3.10pm. It employs six staff, four of whom have relevant qualifications at level 2 or above. The manager has a degree in early years. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Harnew

## Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the children, staff, the manager and the early years lead advisory teacher.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability.

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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