

Inspection of Robin Preschool

Edward Feild Primary School, Bicester Road, Kidlington OX5 2LG

Inspection date: 6 February 2020

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 manager and staff are dedicated and have high expectations of themselves and what children can achieve. They have worked hard since the last inspection to make effective changes to the provision. For example, they carefully identify children's individual needs and provide stimulating activities which meet their next learning steps. Staff's strong partnership with parents and other professionals provides children with consistent support and helps them to develop their knowledge and skills.

Children are happy, settle quickly and behave well. They are kept and feel safe. Staff provide an exciting curriculum which engages children of all ages. Children are inquisitive and full of wonder, such as when they find ways to rescue toy sea creatures from the icy play tray. They play very cooperatively with each other and talk with each other in a respectful manner. They show high levels of confidence in different situations, particularly when playing in the well-equipped outdoor area. Staff give children very good opportunities to explore using all of their senses. Staff play alongside children and introduce new words as they play. For instance, as younger children play imaginatively with toy ducks in the water tray, they have fun making up 'splishy, splashy' words with staff.

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

- Since the last inspection, the manager has implemented a highly focused programme of staff training and supervision to help staff's knowledge and skills to consistently improve. The directors, managers and staff work closely as a team and regularly evaluate and consistently improve the provision. Staff say that they feel well supported by managers and their ideas are valued. Staff are encouraged to study for higher professional qualifications.
- All children, including children who speak English as an additional language and those in receipt of additional funding, make good progress. Staff check each child's progress effectively and provide stimulating activities that capture children's interest and build on their skills. Staff provide strong support for children with special educational needs and/or disabilities. Staff forge good links with other professionals to fully support children's welfare and all-round development. Additional funding is used effectively to suit children's individual needs, such as providing extra resources for enriching children's reading at home.
- Children develop their their language and communication skills well. Staff introduce new words and provide many opportunities for children to talk about the things that interest them. For example, as children explore melting ice during play, they carefully listen to what children have to say and allow them time to express their ideas. However, occasionally, staff introduce words which

are hard for children who speak English as an additional language to understand.

- Children are keen to learn and behave well. Staff are vigilant in their care practices, which supports children's well-being. For example, they help children to wash their hands after using the bathroom and give reassuring cuddles when needed. Staff actively promote children's independence. For instance, children quickly learn to put on their coats and boots and independently access play resources.
- Relationships are strong at all levels. Management and staff have created a respectful culture with high-quality interactions. Staff read stories in a lively way so that children understand and remain fully engaged. For instance, in the younger children's room, children enthusiastically repeat rhyming sentences as they act out a bear story together. Staff enrich children's understanding further during play, such as when children eagerly find hidden bears in the outdoor area. Staff's strong focus on developing children's enthusiasm for reading continues for older children. Staff consistently provide inviting, cosy reading corners and clearly labelled activity areas. Pre-school children learn to link written letters with the sounds they make. Staff plan a range of interesting mathematical activities. However, occasionally, they do not provide enough challenge for children to develop their counting skills to their full potential.
- Staff build effective partnerships with parents and other early years professionals. They successfully work together to meet children's needs. Parents feel they are involved in children's learning through various methods and speak highly of staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of a wide range of safeguarding issues and regularly access training to ensure their knowledge is kept up to date. The manager and her staff team are very clear about the signs and symptoms of abuse. They know how to record and report any concerns about the welfare of a child. The manager ensures that rigorous background checks are completed on all staff to help ensure that children are cared for by suitable adults. Children are supervised effectively in all areas of the pre-school. Consequently, children are safe and protected.

What does the setting need to do to improve?

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

- provide children with more consistent challenge to further develop their counting skills
- help staff to make better use of what is known about children who speak English

as an additional language, to consistently plan even more precisely to meet their individual needs.

Setting details

Unique reference number	EY501072
Local authority	Oxfordshire
Inspection number	10105638
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	64
Number of children on roll	83
Name of registered person	Robin Preschool Ltd
Registered person unique reference number	RP911004
Telephone number	01865 371515
Date of previous inspection	26 April 2019

Information about this early years setting

Robin Preschool registered in 2016 and operates from two rooms within Edward Field Primary School, in Kidlington, Oxfordshire. The pre-school employs 17 members of childcare staff, 13 of whom hold relevant qualifications at level 3 or above. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Eileen Chadwick

Inspection activities

- The inspector completed a learning walk with the manager across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector observed the interactions between staff and children and considered the impact on children's learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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