

Charlbury Pre-School

Inspection report for early years provision

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Inspector Angela Cole

Setting address Charlbury Children's Centre, The Old Grammar School, Park Street, Charlbury, Chipping Norton, Oxfordshire, OX7 3QP
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Charlbury Pre-School opened over 34 years ago and is managed by a committee of parents and carers. It operates in the listed building of the Old Grammar School on the outskirts of the village of Charlbury, Oxfordshire and serves the local rural area. The pre-school has the use of a large playroom, kitchen, cloakroom and toilet facilities. There is an enclosed playground to the rear of the building. Other groups make use of the premises when the pre-school is not operating. The pre-school opens each weekday during school term times from 9am to 12 noon or 1pm to include lunch-time.

The pre-school is on the Early Years Register and is registered for 28 children from two years to the end of the early years age group at any one time. There are currently 30 children on roll aged from two to four years. The pre-school currently supports a number of children with special educational needs and/or disabilities.

There are seven members of staff who work a variety of sessions during the week. Of these, six have appropriate early years qualifications and one is working towards an Early Years Foundation Degree. The pre-school provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school effectively meets the needs of all children through fully recognising their uniqueness to provide an inclusive and caring service. Children make very good progress in their learning and development as they are actively engaged in the wide choice of interesting play activities in or out of doors. Most aspects of partnership with parents are firmly in place and staff work closely with other agencies to support the children's learning and welfare. Management and staff are highly committed to improving the pre-school and use in-depth reflection to prioritise for improvement which positively results in very good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance children's good progress towards the early learning goals by obtaining more information from the parents about the children's current interests and learning.

The effectiveness of leadership and management of the early years provision

The pre-school is well organised. Confident management well supports the staff who enjoy their work, communicate well together and are clear about their delegated roles and responsibilities. There is a strong emphasis on safeguarding as policies are well understood and implemented by all staff. This means that they are well placed to respond to any concern about a child. An effective risk assessment programme ensures that the premises and resources are safe and suitable for children to use. Robust employment procedures are in place to make sure that adults working with children are suitable for their roles. An effective key person system means that children feel strong bonds with staff and are happy in their care.

The bright, welcoming room is well equipped with a wide range of good quality, accessible resources that are imaginatively used to support children's learning and development. Careful planning of the environment, such as the provision of clear, zoned areas, promotes inclusion by ensuring that even the youngest children can choose their own activities when inside or taken outside. The deployment of staff and rota helpers is well considered so children benefit from good levels of adult support. The staff fully promote inclusion as they acknowledge and value differences and planning takes high account of children's individual needs.

Partnership working is strong. Through the committee, day-to-day help and in-depth conversations, families have a strong involvement in the pre-school. Parents are regularly informed about the activities and provide some additional information used in the assessment of their child's progress. The key person system works well so new and established parents feel supported and involved. There is close liaison with external agencies and other services to fully support individual children through a strong ethos of equality and diversity. Staff take steps to identify other settings the children attend and have developed some effective links to ensure that relevant information is shared.

Clear strategies for self-evaluation effectively identify significant aspects for development in the provision. The pre-school takes good account of the views of committee, staff, parents, children and other professionals to drive future progress. For example, changes following the previous inspection to the weekly plans and to parents' opportunities to review children's learning assessments have had a positive impact on outcomes for children. The staff team are well motivated, enthusiastic and keen to further develop and improve what they offer to the families using the pre-school, including refurbishment of the outdoor area.

The quality and standards of the early years provision and outcomes for children

All children make very good progress in their learning and development, including those with special educational needs and/or disabilities. This is because staff take

care to identify individual needs and interests and use these effectively to plan and foster activities that interest, stimulate and equip children with skills for the future. A well-organised learning environment and firmly established programme of observation, assessment and appropriate planned activities means that children enjoy the time they spend in the pre-school. They are keen to explore and learn as each area of learning is supported. Children make very good use of the readily available books, 'reading' to others, showing interest in the illustrations and linking aspects of their lives to the story characters. They eagerly contribute to pre-school books, such as 'A Listening Walk' and 'All about Mr. Nobody'. They develop their mark-making skills in drawing and painting with colours they have mixed and learn to recognise words, such as their names.

Children count to high figures and persevere to solve practical problems, for example, in building with blocks to explore comparative heights and gain understanding of more and less. They confidently use technology equipment to consolidate their learning, including computer programs and a digital camera. The children play an active part in the community to explore their environment; they care for tadpoles, grow snack vegetables, visit interesting places, including the church and post office and contribute to the local annual show. From a young age, children explore a wide range of sensory materials and are free to experiment with resources of their choosing using their own ideas, including making 'potions' and 'pies'. They settle to meaningful exploration of the sounds of different percussion instruments, including home-made shakers and drums. Role play is a popular activity and imaginative areas are well used. Here children take care of their "home" and "babies", while older ones develop their own stories, including being a 'police dog'.

Children enjoy their time at the playgroup and look forward to coming. They feel safe and secure as they sit on the adults' laps to feel settled, for example, after lunch. They effectively learn to keep themselves safe as they use tools correctly, for example, using a knife carefully to prepare snacks. They frequently practise how to leave in an emergency situation and learn road safety as they walk safely around the village on outings. Children adopt healthy lifestyles, choosing to spend allocated times outdoors in energetic and quieter play, and learning why they wash their hands before making healthy food choices for their snack and packed lunches. Children's behaviour and ability to show concern for others is admirable. They are consistently engaged in activities and experiences and are taught strategies to organise their own sharing and turn taking. They confidently take on responsibility, for example, caring for children who need support, consolidating self help skills and tidying their toys away to make space for circle time. They are very well mannered and have an in-depth understanding and respect for the lifestyles of others because of the strong value placed on these by adults in the pre-school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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