

# Hailey Village Pre-School

Inspection report for early years provision

---

**Unique reference number** 134439  
**Inspection date** 13/06/2011  
**Inspector** Fiona Robinson

**Setting address** Primary School Grounds, Middletown, Hailey, Witney,  
Oxfordshire, OX29 9UB

**Telephone number** 01993 703802

**Email**

**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Hailey Village Pre-School was registered in 1982. It operates from self-contained rooms within Hailey Primary School in the village of Hailey, approximately two miles from Witney in Oxfordshire. There is disability access to the building. All children share access to a fully enclosed outdoor play area. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The pre-school may care for a maximum of 24 children at any one time. There are currently 20 children on roll, of whom, 19 receive funding. It is open each weekday during term time from 8.50am until 11.50am and from 12.50pm to 3.15pm. A lunch club operates from 11.50am to 12.50pm. Children come from the local area and attend for a variety of sessions on offer.

There are seven staff who work with the children, five of whom hold a National Vocational Qualification (NVQ) at level 3, or the equivalent. The group receives support from a local authority Foundation Stage development worker.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the activities and achieve well because staff value their interests and ideas. They are well-behaved and included in a good range of indoor and outdoor activities. Partnerships with parents and the host school are excellent and children respond well to the care and support they are given. The manager and staff have a clear idea of the pre-school's strengths and areas for improvement. The recommendations from the previous report have been addressed and this also shows their capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- provide more opportunities for children to experiment and explore in the outside area so further developing their problem solving and investigative skills
- extend the range of resources in the outside area so children have many opportunities to use all their senses and so extend their knowledge and understanding of the world.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good because staff implement rigorous safeguarding policies and procedures. There are robust systems for parents to follow when collecting their children. Regular risk assessments are carried out indoors and outdoors to ensure the safety of these environments. Staff are deployed effectively to ensure children's safety. Children use a good range of equipment and resources that are well-maintained and safe and suitable for their age. Fire drills are practised regularly so that children become familiar with the routine. There are rigorous systems in place for the recruitment and vetting of staff who work with or have contact with the children. The pre-school is well-led and managed. Good progress has been made in addressing the recommendations of the previous inspection. In particular, there are now effective monitoring and assessment systems in place and children's progress is carefully recorded by staff. Good self-evaluation strategies ensure that improvements have a positive impact on the children's experiences and activities. The manager and staff meet regularly and take the views of parents and children into consideration when considering areas for improvement. They actively promote equality and diversity and work hard to ensure all children are integrated in activities. Staff provide very good support for children with special educational needs and/or disabilities, and those who speak English as an additional language so they make similar progress as their peers. Effective use is made of a good range of resources to meet the needs of the children and their interests. For example, children regularly access books from the library area to share with staff and parents but some aspects of the outside area could be further developed to enable children to use all their senses to explore their surroundings. Planning shows that opportunities for children to explore and investigate their natural environment are not fully exploited and this means that they have fewer opportunities to develop these skills. Staff access relevant training courses to enhance their qualifications because they are committed to improving children's outcomes. Partnerships with parents and carers are outstanding. They really value comprehensive newsletters and informal discussions that staff arrange to keep them fully informed of everything the pre-school has to offer. Key staff monitor children's progress regularly and share their learning journeys and assessments with parents frequently. Parents and carers say that staff are very caring and their children have lots of fun in this bright, positive environment. They receive comprehensive information about fund raising activities, such as the sponsored obstacle course, and are very supportive of special events, trips and visits. The relationship with the host school is excellent. Information is shared very effectively with the school staff which enables children to experience a very smooth transition into full-time education. They often have the opportunity to work alongside the Reception children at story time and in activities sharing resources and developing good social skills. There are also very effective links with outside agencies who help support the staff to meet the needs of children with special educational needs and/or disabilities.

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

Children enjoy the well-organised indoor and outdoor play. They benefit from the consistent good levels of care and support and achieve well in their activities. Staff value the children's ideas and suggestions for activities. Themes such as Buildings and Homes, People Who Help Us and Summer are developed with their ideas and consequently enhance and extend their experiences. Children behave well and share their resources sensibly as they play games. Staff have a consistent approach to managing children's behaviour and they are very good role models. Children clearly acknowledge the acceptance of rules and boundaries. They cooperate well as they play parachute games and are encouraged to be independent and confident in their play. They show respect for other children and have good relationships with one another. They gain a good understanding of the wider world and different lifestyles as they celebrate a range of festivals throughout the year such as Chinese New Year and Easter. These celebrations are supported by parents who have a particular understanding and experience of different cultures and traditions, such as Diwali. Children have a good understanding of keeping themselves healthy and safe. They make healthy choices at snack time and help to prepare fruit salads, soup and pizzas with healthy toppings. They use equipment safely as they make bread and scones. Their physical skills are developed well as they ride their bikes and pedaled vehicles, climb and balance. They have a good understanding of keeping themselves and others safe as they practise their road safety skills. They also benefit from talks on safety from the police and fire services. Children experience a good range of interesting activities and achieve well. Their communication, language and literacy skills are developed well as they re-tell the story of 'Jack and the Beanstalk'. Most children can write their own names by the time they leave the pre-school. They enjoy planting and growing sunflowers and learn about the importance of recycling and water through their activities. Most can count up to twenty and beyond and recognise two-dimensional shapes in their indoor and outdoor environments. They are keen to practise their counting skills through singing songs such as 'Ten Fat Sausages'. Their creative skills are developed well as they paint pictures of themselves, print patterns with vegetables and design colourful collages. However, there are fewer opportunities for them to practise their investigative and problem solving skills in their outdoor area. Opportunities to practice these skills and for children to use all their senses across to explore their surroundings, although better promoted in the woodland area are more limited in the immediate outside area. Children enjoy dressing up as their favourite character for Book Day and going for walks in the local area. They benefit from trips to the farm and talk excitedly about the visit to see aircraft at Brize Norton. Overall, children are prepared well for their next stage in learning.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met