

Badgemore Pre-School

c/o Badgemore CP School, Hop Gardens, Henley-on-Thames, Oxfordshire, RG9 2HL

Inspection date	05/03/2013
Previous inspection date	13/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children play happily and have a wide range of resources and activities to support their learning.
- Staff plan educational programmes that effectively cover all areas of children's learning and provide engaging and challenging activities and experiences that build on children's interests and abilities successfully.
- Children's physical play opportunities are particularly good.
- Children are happy, confident and well cared for because they have developed close and warm relationships with staff.
- Parents are positive about the care their children receive and partnerships are strong between the parents and setting.

It is not yet good because

- Although there is no impact on the children's care and learning the qualification requirements of staff are not met at all times and the provider has failed to notify Ofsted of a change of manager.
- Systems for monitoring staff performance are not fully implemented consistently throughout the setting.
- Staff do not regularly obtain key words in children's home languages from parents to aid children's communication and do not display signs and labelling to show that

children's home languages are valued.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the setting and in the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the provider, manager and staff.
- The inspector looked at a representative range of relevant documentation. This included children's learning records, activity plans and staff development records.

Inspector

Charlotte Eavis

Full Report

Information about the setting

Badgemore Pre-School opened in 1983. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children between the ages of two and eight years can attend and currently there are 31 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. It operates from a portakabin with disabled access, situated in the grounds of Badgemore Primary School in Henley-on-Thames. The pre-school is managed by a committee of parents and serves the local area. All children have use of a secure outdoor play area. The pre-school opens five days a week during school term times. Sessions are from 9am until 3pm every day. Six staff work with the children. Of these, one is a qualified teacher and four have recognised early years qualifications. The pre-school receives support from an early years advisory teacher from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the qualification requirements are implemented to ensure that at least one member of staff present holds a full and relevant level 3 qualification

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

- develop further the systems for performance management and the continuous professional development of staff
- learn and use key words in the home languages of children and display words in different languages to raise children's awareness of other languages spoken in the nursery.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff team has a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan interesting and challenging educational programmes for the children. Children are eager to learn and this is supported by staff that have a clear understanding of how to engage and capture children's interests.

Learning journals are updated regularly and include children's starting points, current achievements and parents' contributions. They clearly show that children are making good progress in their learning and development. Staff are clear on where children are in their learning and in identifying areas for further support. The staff demonstrate a secure knowledge of the requirements of the two-year-old check ensuring information about their progress is reported to parents. External agency support for children is sought in agreement with children's parents, as required, in order to help children to make the best progress given their starting points. Staff engage children in activities that help to ensure they are ready for the next stages of learning.

The staff provide a broad range of experiences, both indoors and outdoors. The environment is welcoming and captures children's interest. All areas of learning are promoted through continuous play opportunities. Children are motivated and keen to join in with the play activities and use the accessible resources. For example, they enthusiastically find and count bugs in the garden, demonstrating their keenness to explore and investigate and use their mathematical skills.

Staff extend children's communication and language skills by introducing words and changing the tone of their voices when singing songs and recalling stories. Children use these skills to express themselves effectively. Staff also skilfully question children during activities to further promote their language and thinking. Children who speak English as an additional language are supported generally well and parents are asked into the setting. However, there is less emphasis on obtaining key words in their home languages to help children settle. There is also limited visual environmental print in the setting to represent children's home languages so that all children learn to value the languages their friends speak at home.

Children have good relationships with each other; they move calmly between activities. Older children help younger ones put their boots and coats on to go into the garden. Consequently, children make good progress in the acquisition of personal, social and emotional development. Parents contribute in the settling in process and are kept up to date with children's achievements while at the setting. Achievements from home are noted down and shared with the key person ensuring individual needs are met and further ensuring that activity planning builds on what children already know and can do.

The contribution of the early years provision to the well-being of children

An appropriate key person system is in place, which helps both parents and children to build secure relationships with a designated member of staff. Staff provide a caring environment where children demonstrate they feel safe and secure. All children show a sense of belonging within the setting and display good levels of confidence and self-esteem. Children are offered reassurance by staff who offer cuddles when children need reassurance. Children understand the routines of the setting and are confident in their surroundings. Although on occasion the qualification levels of staff present do not meet qualification requirements, this has no impact on the children. The staff demonstrate a natural ability to nurture children in their care and learning and children continue to

receive good quality care and learning support.

Children can access two outside play areas ensuring they receive plenty of fresh air. Children learn to take considered risks in their physical play, for example balancing and climbing on apparatus and using the swings. Children have many opportunities to progress in their physical development including, weekly visits to Badgemore Primary school to climb, balance and explore large apparatus. Staff use this time to encourage children to take turns and learn about staying safe. A nutritionally balanced snack is offered and children are encouraged to develop healthy eating habits. Children help themselves to their snack and discuss what they are eating. This helps them to develop independence and self-help skills. Children are in the routine of washing their hands before eating and staff explain the importance. Space in the setting provides children with large active play equipment so children have more opportunities to enjoy physical play indoors and outside. Staff promote children's independence before they attend school. They encourage children to put on their own coats and shoes and to be self-sufficient when managing their personal care needs. As a result, children are able to dress themselves and handle personal hygiene routines before they start at school.

The setting has sound links with the attached school resulting in children being prepared for the transition to school. Children can have school dinners and talk happily about going to the school for lunch.

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

Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. The manager has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She is responsible for the day-to-day running of the setting and the delivery of the educational programme. She works with the local authority and is committed to improving practice. Planning and assessment have recently been reviewed and changed in line with the Early Years Foundation Stage and this has successfully resulted in children making good progress in the learning and development.

The manager is working to improve professional development and enhance the quality of the practice within the setting. However systems are not fully in place to monitor the induction and continuous professional development of staff. All staff have opportunities to attend training to increase their knowledge, with several staff working towards further qualifications in childcare. Most staff have completed first aid training. Recent changes to staffing arrangements have led to a failure to meet qualification requirements in the absence of the manager. On such occasions the staff team does not always include someone who holds a full and relevant level 3 qualification. The deputy demonstrates confidence in her role and children's welfare and learning is not compromised. The provider has also failed to notify Ofsted of the appointment of a new manager. It is a requirement of the Early Years Foundation Stage and also the compulsory and voluntary parts of the Childcare Register to do so. On this occasion Ofsted does not intend to take

further action as there is limited impact on children's well-being.

The manager has recently sent out questionnaires to gain the views of parents to inform further improvements within the setting. There is drive for improvement and the manager has clear ideas of the areas currently being focused on. For example, the outdoor environment and enhancing language use with the two-year-olds. Relationships with parents are strong and parents are routinely asked to put their views forward or attend a committee meeting. The setting has good links with the local school and other external agencies to ensure children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of the appointment of a new manager of childcare (compulsory part of the Childcare Register)
- ensure Ofsted is informed of the appointment of a new manager of childcare (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	133685
Local authority	Oxfordshire
Inspection number	845646
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	31
Name of provider	Badgemore Pre-School
Date of previous inspection	13/11/2009
Telephone number	07504 520 080

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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