

Bampton Pre-School Playgroup

BAMPTON C OF E PRIMARY SCHOOL, Bowling Green Close, Bampton, OX18 2NJ

Inspection date

27/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

The quality and standards of the early years provision

This provision is good

- Children have access to a good range of resources and stimulating activities linked to their interests and needs.
- Staff work together well as a team and are particularly skilled at developing strong emotional attachments with the children.
- Children develop high levels of independence and self-confidence as they receive sensitive encouragement and praise.
- Effective monitoring by leadership and management ensures that assessments of children's learning are consistent and precise and used effectively to inform future plans.

It is not yet outstanding because

- Opportunities are sometimes missed to further develop children's thinking and problem solving skills through effective use of questioning.
- Some parts of the day are less well organised to meet the needs of all children.

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 compulsory part 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 indoor and outdoor learning environment.
- The inspector met with the nominated person and the deputy manager.
- The inspector sampled documents including Learning Journeys, policies and the setting action plan.
- The inspector took into account the views of parents spoken to on the day on the inspection.
- The inspector undertook a joint observation with the deputy manager

Inspector

Frances Keavy

Full report

Information about the setting

Bampton Pre-School Playgroup, known as Bampton C of E Primary (Nursery) re-registered in 2013, to come under the leadership and management of the school in Bowling Green Close, Bampton. There is also a children's centre on the same site. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The school is in receipt of funding for free early education for three and four-year-olds and offers non-funded places to children from the age of two and a half years. They offer a variety of sessions between 8.45am and 3.15pm during term time only. All children share access to an indoor environment and an enclosed outdoor play area. The setting employs five staff. The lead practitioner is a qualified teacher and one other member of staff is qualified to level 4. The three other staff members hold appropriate early years qualifications to level 3. The school runs a Breakfast and After School club which older children within the early years age group are able to attend.

What the setting needs to do to improve further

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

- consider ways to further enhance children's learning opportunities through the use of skilful questioning
- review daily routines with particular reference to whole group story time to more carefully reflect all children's needs.

Inspection judgements

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

Young children thrive and demonstrate good levels of independence, curiosity and concentration in this secure learning environment. Staff work together well to plan and deliver the educational programmes with a full range of interesting, stimulating and relevant learning experiences for the children. Staff demonstrate a secure understanding of how to support children to learn and develop and they invest time in getting to know individual children's interests and learning needs. An effective assessment system supports staff to capture children's achievements and their fascinations and note these immediately to inform forward planning. A large book is kept within the setting where staff note ideas for future activities and resources based on children's responses to the opportunities within the environment. This supports staff to be able to respond quickly and plan for children's current interests and to meet their development needs.

The quality of teaching is good and staff are particularly adept at tuning into and developing children's interests and fascinations. This supports young children to make good progress overall. There are some times, however, when the planned routine does not suit all children. For example during a whole group story time staff use opportunities to support children to join in with familiar words and predict what might happen next in the story. Younger children, however, quickly lose interest and staff spend time refocusing them, which detracts from the overall learning experience for all children. Staff are skilled in engaging children in small group activities and focus on helping them to acquire appropriate communication skills through listening carefully and allowing time for children to respond. Opportunities are sometimes missed, however, to further develop children's thinking and problem solving skills through effective use of questioning. Staff assess children's responses to planned activities and review and replace resources as appropriate. For example, young children display high levels of concentration as they investigate corn flour and water spread onto plates. When they eventually lose interest this is tidied away and replaced by another activity.

The key person system is effective in engaging parents and gathering information from home to inform assessments of children's learning. Parents have a variety of opportunities to share information both informally on a daily basis and more formally at parents' evenings. Evidence of children's achievements is stored in Learning Journeys which are available on request to parents and children. Parents are invited to add to these using 'WOW moment' forms, which they can readily access and post into a box for the key person. Children request information to be included into their "special book" and ask to look at it and share it with their key person. They also help to identify their own next steps in learning with their key person. The key person writes an individual letter to each child at the end of the term commenting on achievements and identifying next steps. This helps children to be fully involved in their own learning. A whiteboard displayed at the entrance at the end of the session includes additional information about activities, children's comments and their responses to activities. Parents value this as an opportunity to discuss activities that have taken place with their children. This strategy supports children to embed learning and make links. Parents comment that they have noticed their children blossom and they come home 'brimming with discussions' sparked by activities at the pre-school. Parents have access to information about activities in the Breakfast and After School club through newsletters which are also displayed on the school website. Some activities are planned particularly for children in the early years foundation stage age groups to complement activities in school.

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

All children including those who are very young and have recently joined the setting, form strong emotional attachments with the adults. This is a real strength of the setting. The key person system is well organised so that children and parents know who to turn to for help and to address their concerns. Children's well-being is considered a high priority by all staff. They are quick to notice children who seem unsettled and staff respond gently to support them. For example, young children who are naturally feeling unsettled as a visitor

is in the room move nearer to the member of staff. The member of staff explains who the visitor is and introduces them, then further supports the children to feel more confident by talking quietly to them. Children who lack confidence in joining in an activity are well supported through gentle encouragement and use of strategies such as suggesting that their soft toy might like to press the buttons of a programmable toy for them. This focus on well-being and self-confidence is supported by parents who comment on how well and quickly their children settle and how confidently they enter the setting at the start of each session.

Staff make sure that children have good opportunities to develop their understanding of the importance of a healthy lifestyle. They sit with children as they eat their lunch and make the most of opportunities to discuss the importance of eating healthy food before treats. Staff remind children to wash their hands before eating and after messy play and successfully encourage them in their growing independence. An area near the door is designated for children to change into wellington boots and waterproofs before accessing the outdoor area. This serves to remind children to use waterproofs and staff provide a number of chairs for children to use as they dress themselves independently. Staff monitor this area well and sensitively help children to increase their motivation as they strive towards independence. Children have ample opportunity to choose to learn and play in the adjacent outdoor learning space. This supports children who prefer to learn outside and provides space for children to develop gross motor skills. Healthy food and "wake and shake" sessions in the Breakfast and After School clubs support children who attend these sessions in their growing awareness of the importance of healthy living

Staff model behaviour well for children and this sets a good example for children who learn to be kind and show consideration for each other. A set of golden rules are displayed that have been developed with the children and adults refer to these when reminding children about appropriate behaviour. Therefore, children learn to understand the need for good behaviour. Children who start to throw cushions in the cosy book area are quickly stopped by a member of staff. Children are able to clearly articulate why this behaviour is not appropriate and immediately help to tidy up the area. Staff are vigilant in monitoring children's safety. They are quick to notice when children start to put buttons towards their mouth and remind them why this is not appropriate. Close links with the school help to ensure that children are emotionally well prepared for the next stage in their education.

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

The leadership and management understand of their responsibilities in meeting the requirements of the Early Years Foundation Stage. All staff attend safeguarding training and are confident in describing what to do in the event of concern about a child's well-being. They fully understand where to go for advice and who to report concerns to. Staff are deployed well and this ensures that children are kept safe and are well supervised indoors and outdoors. The Breakfast and After School Clubs are organised so there is continuity of staff for children in the Early Years Foundation Stage and each child who attends is allocated a key person. This ensures that learning experiences complement

those in the setting.

Effective links between observations, assessment and planning ensure that the individual needs of children are well catered for. Regular planning meetings for all staff ensure planned activities are relevant and interesting for children. The management periodically gathers assessment information and uses this to track children's progress from their starting points. This ensures they meet individual children's needs and successfully monitor the educational programmes. Staff moderate assessments of children's level of development together and this is highly effective in ensuring that assessments are precise and accurate.

Staff are well qualified and experienced. They form a highly effective team who support children to settle and learn. The management team support staff with their ongoing professional development through appraisal and identification of individual development priorities linked to the setting improvement plans. A clear action plan is in place which effectively identifies areas for further development.

Parents are highly complementary on the care their children receive. They comment that their child's key person is readily available before and after the session and they feel that they have an individual handover each day. The settling in process is highly successful in ensuring that children feel confident and parents have appropriate information about the Early Years Foundation Stage and activities in the setting. Parents comment 'it's brilliant' and 'he has settled fantastically'. They value the opportunity for before and after school care with continuity of some staff to support transition and the opportunity to attend activities at the onsite children's centre with younger siblings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466949
Local authority	Oxfordshire
Inspection number	934982
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	30
Number of children on roll	10
Name of provider	Bampton CE Primary School
Date of previous inspection	not applicable
Telephone number	01993850371

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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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