

# Badgemore Pre-School

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

<b>Inspection date</b>	23/10/2014
Previous inspection date	19/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		2

## The quality and standards of the early years provision

### This provision is good

- Leadership and management have effective systems in place for monitoring practice and driving improvements.
- The manager provides practical support to enhance staff's teaching practice. Consequently, their continuous professional development has a positive impact on teaching and children's learning and development.
- Staff have effective arrangements for sharing information and working in partnership with parents and other professionals to promote consistency in children's care and learning.
- The key-person approach ensures all children are forming appropriate bonds and secure emotional attachments with their key person. This helps to ensure children are happy, settled and that their well-being is assured.

### It is not yet outstanding because

- Staff do not always give children sufficient time to respond to their questions to allow them time to put their thoughts together before answering.
- Adults sometimes provide too much direction during creative activities; this means children do not always have enough opportunities to express themselves freely.

## 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 indoor and the outside learning environments, and carried out a joint observation of an activity with the manager.
- The inspector checked evidence of suitability, self-evaluation processes, and documents that support the running of the pre-school.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector held a meeting with the childcare manager, and spoke on the telephone with the chairperson of the committee.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Ruth George

## Full report

### Information about the setting

Badgemore Pre-School opened in 1983. A committee of parents manages the pre-school. It operates from a portable building, situated in the grounds of Badgemore Primary School in Henley-on-Thames. All children have use of an outdoor play area. The pre-school is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register. Sessions are from 9am until 3pm every weekday. The pre-school opens during school term times only.

There are currently 22 children on roll, in the early years age range. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are four staff working with the children. The manager holds a foundation degree and two staff hold a recognised early years qualification at level 2. The unqualified staff member is completing an appropriate childcare course at level 3.

### What the setting needs to do to improve further

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

- give children more time to respond to questions to allow them enough time to put their thoughts together before answering
- strengthen children's expressive art and design skills by giving them sufficient time to freely practise and experiment with colour, texture and design.

### Inspection judgements

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

The quality of teaching is good and some is outstanding. The staff deploy themselves effectively to help and encourage children to develop and learn. There are effective arrangements for sharing information and working in partnership with parents. Peers Early Education Partnership programme, is a national programme that focuses on how to make the most of the learning opportunities in everyday life. This has helped staff encourage parents' involvement in their children's learning through a good range of activities and discussion. The staff skilfully assess children's progress based on their skills and abilities, and use these assessments to plan for children's next stages of learning. The key persons and special educational needs coordinator are responsive to children who require some additional help, working closely with parents and other professionals. This means, there is

a consistent approach, in order to meet children's needs and to help them make good progress in readiness for school.

Staff build up the children's vocabularies as they play, introducing new words that reflect their experiences. Staff use sign language with the younger children, which helps boost their communication and provides a bridge to the spoken word and improves children's confidence and self-esteem. Staff have made good improvements since their last inspection and provide a good descriptive narrative alongside children's play to help enhance their developing vocabularies. However, staff do not always give children the time to respond to questions allowing them to put their thoughts together before answering. Teaching helps older children to build the foundations for early reading and writing. Older children are learning to say the initial sound in their name and other words. Children are learning to use a range of tools. For example, children learn how to hold implements, such as a crayon, effectively. Teaching helps them to use it with good control. As a result, children are developing skills for early handwriting.

At the water tray, staff skilfully asked the children questions to strengthen their observations skills and to help them learn about volume and capacity. The children were motivated and eager to learn, they flourished under the guidance of the attentive staff. They confidently made estimations to work out how many cups of water would fill the pot. Children counted confidently to 10 and used mathematical language. This good teaching supported children's grasp of mathematics. Staff plan a range of creative activities, which children enjoy and they learn how to use a good range of tools and materials. However, some of these activities are too adult-directed. This means children do not always have sufficient opportunities to express themselves freely by exploring the variety of materials independently. Staff are highly effective at helping children to learn about the natural world. Consequently, children confidently talk about some of the things they have observed in the outdoor learning environment. Staff help children to learn about their friends, traditions and celebrations. They talk about their similarities and differences, and how they share gifts and eat traditional foods as part of cultural celebrations.

Staff sensitively join in with children's existing play themes, providing them with appropriate challenge to help them solve problems. For example, as children played imaginatively outside, one of the 'cars' breaks down because it has run out of petrol. Staff's skilful questioning helped children come up with strategies to solve the problem. Children worked cooperatively together to find the 'fuel', used straws as a hose, and proceeded to fill the car up with 'petrol'.

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

The key-person approach ensures effective engagement with parents. The settling-in sessions help children to feel safe and secure both in the environment and with their key person. Children build close bonds with their key person and quickly become confident to move around the environment. Strong partnerships with parents mean they contribute to initial and ongoing assessments and their key person keeps them well informed about their children's progress. As children grow older, their key person prepares them well for

their move to school. For example, in the summer term, the children spend time in the school; they visit the foundation stage class and use the hall for physical exercise.

Staff are positive role models and help children to learn to understand and cooperate with the pre-school boundaries. Staff reinforce positive behaviour and help children learn how to put things right. Children behave well and learn how to resolve tussles and share toys. Staff help children learn to take care of their resources and the environment. They help tidy resources and put them away where they belong. Staff support children consistently to learn to keep themselves safe using simple and clear explanations about risks and safety action. Staff practise the fire drill regularly with the children, which means children are learning how to evacuate the building safely.

Staff plan a good range of activities to help promote children's physical development and to spend time outside in the fresh air. This helps them gain a positive attitude to being outdoors and towards physical activities, which promotes their understanding of a healthy lifestyle. Highly effective teaching helps children to learn about their bodies. For example, during a music and movement session, staff explained to the children about the importance of exercise to develop strong muscles. Staff provide opportunities for children to practise control and coordination in large and small movements. They are learning to move confidently in a range of ways, safely negotiating space. Staff provide a good range of nutritious snacks. Children are learning to try a healthy range of foodstuffs and understand how these contribute to a healthy lifestyle. They are developing independent skills that prepare them well for school. For example, children learn to manage their own hygiene, serve their own snack, and pour drinks of water or milk.

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

The leadership and management team effectively oversee the delivery of the educational programmes and monitor the staff's teaching practice. They have good systems in place that demonstrate their reflective practice. Since the last inspection, audits demonstrate significant improvement in the quality of the environment, staff interactions with the children, and the activities. The leadership and management have implemented systems for staff to disclose any changes in their personal circumstances, which may affect their suitability to work with children. This means there are effective systems in place to ensure the ongoing suitability of staff. Regular meetings with staff mean that the management monitor children's development and progress and discuss any identified gaps in children's achievements. Management work closely with parents and other professionals to monitor children's progress. This means management and others involved in the children's care implement plans that provide additional support to ensure any gaps in children's learning are narrowing.

Staff have all attended safeguarding training, they fully understand the pre-school's safeguarding policy and procedures, and management regularly monitors their knowledge. They can describe changes in children's behaviour that may cause concern, and know how to report these concerns. The staff also attend training in first aid; as a result, all staff are

trained to deal with accidents and other emergencies quickly and efficiently. Staff implement the robust policies and procedures in their practice. This supports the smooth running of the pre-school. The premises are safe and secure with effective safety procedures in place that staff follow. The management makes effective use of risk assessments to help identify and minimise hazards within the indoor and outside environments to help keep children safe. Staff complete ongoing assessments and deal with any newly identified risks efficiently. This ensures a safe environment for the children to play and learn in. Recruitment and selection systems follow safe recruitment procedures. This helps check the suitability of staff working with the children. Induction is thorough, and supervision is comprehensive. Management discuss and encourage staff's professional training to support their on-going development. Consequently, the continuous professional development of staff has a positive impact on teaching and children's learning and development.

There are effective arrangements for sharing information and working in partnership with parents. The manager and key persons work in partnership with the children's families in order to identify and support their individual needs. The parents say they are pleased with the pre-school and could not think of any areas for improvement. They like receiving newsletters that include updates about themes, what the focus for learning is and date reminders. Parents express, 'My child has made a lot of progress in his first few weeks, his speech is becoming much clearer' and 'I value the parents' evenings and time to discuss my child's progress, sharing and comparing his achievements at home'.

### **The Childcare Register**

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	133685
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	962643
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Badgemore Pre-School Committee
<b>Date of previous inspection</b>	19/12/2013
<b>Telephone number</b>	01491 571 750

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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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