

South Moreton Pre-School

South Moreton Pre-School, South Moreton, Didcot, Oxfordshire, OX11 9AG

Inspection date	13/11/2014
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff know the children well and support their emotional well-being successfully, which results in children developing a sense of belonging.
- Children are happy and well motivated to play and explore. They freely access a good range of resources in a welcoming child-friendly environment. This helps them to make good progress overall in all areas of development.
- Staff have formed strong partnerships with parents and carers, and information is exchanged on a daily basis. This allows the staff and parents and carers to be fully aware of the children's individual needs, which are consistently met.

It is not yet good because

- The daily attendance register of the children does not record their hours of attendance. This means that, in the event of an emergency, staff may not be fully aware of which children are present.
- Some children's health is compromised as not all staff ensure children wash their hands prior to having snacks.
- The book area is not fully used by the children to its full potential, to aid and promote the children's enjoyment of books.

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.

Inspection activities

- The inspector observed activities and quality of teaching in the playroom and outdoor play area.
- The inspector observed documentation in relation to safeguarding, risk assessments and daily attendance registers
- The inspector looked at children's records, planning documentation and children's learning journals and discussed these with staff.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tracy Bartholomew

Full report

Information about the setting

South Moreton Pre-School opened in 1978 and has operated from new purpose-built premises since January 2008. It is a committee-run group and operates from an adjacent room to the nursery classroom of South Moreton Primary School. The setting is open Monday to Thursday between 9am and 3pm term time only. Children can attend a variety of sessions from 9am to 12pm or 1pm until 3pm. The setting offers a lunch club from 12pm until 1pm. All children share access to a secure, enclosed outdoor play area. The setting employs four staff. All of the staff holds appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure the daily record of the names of the children being cared for on the premises includes all children's hours of attendance.

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

- consistently promote good hygiene procedures with children
- review the use of space so that it is used effectively to support children's learning and development.

Inspection judgements

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

Children enjoy their time at the setting and make good progress in their learning and development. Staff have an accurate understanding of the children's starting points through talking to parents, interacting with children during pre-visits and through the completion of 'All about me' information. As a result, they are able to consider and support each child's individual learning needs effectively, as they start their time at the pre-school. Staff have a good understanding of the children's development and next steps in learning. They plan purposefully for all children and this aids their progress. Detailed progress summaries and two-year-old progress checks for children are in place. These are in line with the learning and development requirements and clearly record the progress children are making. All developmental records are regularly shared with the parents through planned consultations and meetings. This promotes a consistent approach to supporting children's progress, both at home and at the pre-school.

Children take part in a wide range of activities and play experiences that cover all areas of learning, and, overall, the quality of teaching is good. Children enjoy a good range of stimulating toys and resources, such as interactive technology equipment, role-play toys and imaginative construction. Toys and resources are stored at a low level, which allows children to make independent choices and supports their imaginations. For example, children choose dressing-up clothes and act out their chosen character in imaginative play. Children have use of a good-sized room which is inviting and child-orientated with varying activities and play spaces. This includes soft play areas and a large book area. However, the children do not make full use of the book area and limited time is spent in the creative space. Despite this, the staff read books and tell stories engagingly to the children which encourages the children to join and expand their imaginations. For example, staff use books with accompanying CDs and story sacks to allow children to act out the story as they read. This promotes children's literacy skills for reading and writing successfully.

Staff promote children's communication and language skills very well through consistent conversations, questioning and singing. Listening skills are well supported during circle times where children show their items from home and ask questions of each other. Staff develop children's creativity well through everyday activities and when exploring media to create a large scale pictures; for example, poppy pictures for Remembrance Day and gingerbread-themed collages. Children clearly enjoy exploring creative materials and have daily opportunities to paint pictures and draw and make marks. Staff are skilful and use numerals in everyday activities, such as the number eight to help children construct pictures of snowmen. Children have many occasions to use mathematical language during play and planned activities which strengthen their understanding of colour, shapes and number formation. Overall, children enjoy exploring a variety of activities that help them make good progress in different areas of learning. These include activities to develop their physical skills, such as dancing to music tapes, climbing on apparatus and playing in the soft play area with friends and staff.

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

Children are developing an understanding of how to maintain their own safety because staff give clear explanations to teach children how to keep safe. For example, they explain the risks of standing on the sofa and regularly remind children about the rules of the setting. However, children's well-being is compromised because staff do not record children's hours of attendance, which means in the event of a emergency children may not be accounted for.

Children's health is generally well maintained at the setting as staff promote the children's understanding of healthy eating. For example, they encourage the children to eat their sandwiches and fruit prior to eating treats within their boxes. Children enjoy nutritious snacks while attending the setting and have free access to where these are consumed. For example, snack is taken out to the children who are enjoying free play outside. However, not all children are protected from the risk of infection, as some staff do not ensure that children wash their hands prior to giving them snack. Despite this, the children play in a

clean and well-maintained environment which contributes to their health.

Children enjoy free play outside in the well-equipped garden, where they enjoy spontaneous and purposeful play activities, such as, acting out the story of 'going on a bear hunt' where they pretend the puddles are the river. Children also have fun exploring on the climbing frames and develop their sensory awareness as they explore and build in the sand area. Children understand the need to put on coats and boots before exploring in the garden and the majority of the children do this unaided. This demonstrates children's independence is well endorsed by staff, which in turn aids children's readiness for their next stage in learning.

Children have developed close relationships with staff and relationships are strong overall. The well-established key-person system helps children to form secure attachments, which in turns supports the children's well-being. Staff have good procedures to settle and support new children and follow these securely to meet their individual needs. For example, when children do not settle, parents and carers are contacted as the ethos of the pre-school is not to allow children to associate sadness with attendance. Children have formed good relationships with their friends and are often seen sharing and playing with them throughout activities. Children behave very well throughout the day and benefit from the secure amount of praise and encouragement they receive from staff. This supports children's levels of self-esteem.

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

The supervisor and staff demonstrate an overall suitable understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. However, the provider does not meet some requirements fully in relation to the attendance register. Although the setting has an attendance register for the children, this does not record the children's hours of attendance, which is a breach of the legal requirements.

The staff and supervisor are fully aware of their duties in child protection procedures. They understand their duty to report any concerns they may have of children in their care and have a suitable child protection policy. Staff spoke confidently of the possible signs and symptoms of child protection. This helps to protect the children while they are attending the setting. The setting has clear procedures in place for the recruitment and vetting of staff and committee members. These ensure that all staff are suitable to be in regular contact with the children. Systems are in place to induct, monitor and reflect on staff practice. This ensures that the staff have regular support and training to advance their knowledge and understanding.

Staff have positive working relationships with parents, carers and other professionals. They work in partnership with all and parents comment that the staff are welcoming, dedicated and provide a excellent service. Parents receive regular newsletters and have a good range of noticeboards to enable them to feel included in their children's education.

The setting uses suitable systems to reflect on the provision of care they offer to children; for example, they use the Ofsted online self-evaluation form. This enables the management team to identify the strengths and weaknesses in the provision and plan for improvements. The setting has suitably addressed recommendations made at the last inspection, which demonstrates they are effective in determining priorities for improvement.

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

Unique reference number	133717
Local authority	Oxfordshire
Inspection number	841008
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	South Morton Pre-School Committee
Date of previous inspection	25/11/2008
Telephone number	01235 819657

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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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