

Hailey Village Pre-School

Primary School Grounds, Middletown, Hailey, Witney, Oxfordshire, OX29 9UB



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| Inspection date | 22 April 2015 |
| Previous inspection date | 13 June 2011 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Outstanding | 1 |
| The contribution of the early years provision to the well-being of children | | Outstanding | 1 |
| The effectiveness of the leadership and management of the early years provision | | Outstanding | 1 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is outstanding

- Children thrive in the stimulating and nurturing environment. They are confident, well-motivated to work independently and make their own choices. The children have formed excellent bonds with their key person.
- Staff effectively deploy themselves indoors and out. This means that the children are very well supervised and adults are on hand to support them at all times.
- Children's behaviour is excellent. Staff consistently reinforce rules and praise children who make good choices. This helps all children to have a clear understanding of the expectations and boundaries.
- Parents are fully engaged in their children's learning. Staff share children's targets and next steps, offering suggestions for parents to support children's learning at home. Parents' state that this helps them to feel fully informed of what their children are working towards.
- Staff carefully consider the organisation of the outdoor environment, which means children make choices from the extensive range of resources available and explore their environment in safety.
- Overall, leadership and management is strong; there is a highly committed pre-school committee and staff team. The continual drive for improvement, alongside professional development, means that the staff are constantly striving to improve learning outcomes for all children in their care.
- Safeguarding of children is a priority. Staff fully implement the robust policies and procedures so that children stay safe. All staff are rigorously vetted and are suitable to work with children.

What the setting needs to do to improve further

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

- maximise opportunities for children to further develop their creative learning skills outdoors.

Inspection activities

- The inspector observed children at free play and in group times, including staff interaction outside and inside.
- The inspector spoke to manager, staff and children at appropriate times during the inspection.
- The inspector and pre-school leader completed a joint observation.
- The inspector took account of views of the parents spoken to on the day of the inspection.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, staff files policies and procedures.

Inspector

Liz Clements

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The level of teaching is inspirational. Staff uses limitless opportunities to extend children's learning. This is supported by precise and sharply focused planning, observations and assessments on children. Staff have high expectations of themselves and the children. A weekly planning sheet is created; this includes information on each child to extend their development towards the next steps in their learning. This helps staff to identify any gaps in learning and to challenge children towards their next targets. Staff provide a rich outdoor stimulating environment and excellent support, which encourages children to engage in their learning very positively. For example, children engaged enthusiastically in a train role-play activity. Staff provide a good range of resources for children giving opportunities for them to develop their mathematical language during their play. Although, there are less opportunities for children outdoors to extend their creative learning skills.

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

The pre-school environment is welcoming and safe. Staff offer an extensive range of enriching resources in the main room and outside that are well managed. Staff teach children healthy and safe practices and the children enjoy nutritious snack. Staff actively encourage children to learn to do things for themselves, such as deciding on the appropriate clothing for playing outside. Children eagerly help themselves and demonstrate that they are aware of each other's needs, by offering support during activities. Staff praise children and really build on their self-esteem. The behaviour of the children is exceptional; they offer each other help and support. The highly effective key-person system makes a significant contribution towards children forming secure attachments. Staff know all of the children very well and this provides a strong base for children to develop their independence and the security to explore. Staff are extremely respectful to the children and they value their contributions.

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

The management and staff team are highly professional and committed to providing the very best service for children and families. They have excellent understanding of the requirements of the Early Years Foundation stage. The manager carries out regular supervision and appraisal meetings with the staff to monitor their performance and assess if there are any areas for training, or the need for extra support. As a result, staff have completed training on planning and creating a mud kitchen; this is the next development on their action plan. The manager implements a highly effective self-evaluation system. She invites the views and suggestions from staff, parents and other professionals. This process helps to identify the strengths of the provision and areas for improvement.

Setting details

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| Unique reference number | 134439 |
| Local authority | Oxfordshire |
| Inspection number | 841065 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 15 |
| Number of children on roll | 22 |
| Name of provider | Hailey Village Pre-School Committee |
| Date of previous inspection | 13 June 2011 |
| Telephone number | 01993 703802 |

Hailey Village Pre-School registered in 1982. It operates within Hailey Primary School, in the village of Hailey, in Oxfordshire. It is open each weekday during term time, from 8.50am until 11.50am and from 12.50pm to 3.15pm, on Tuesday and Thursday. A lunch club operates on a Tuesday and Thursday only from 11.50am to 12.50pm. There are six members of staff who work with the children, four of whom hold a relevant childcare qualification at level 3, and two staff at level 2. The provider is in receipt of funding for the provision of free early education for children aged three and four years old.

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