

Badgemore Pre-School

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



Inspection date

27 February 2018

Previous inspection date

23 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not kept Ofsted up to date with changes to the management of the pre-school to ensure that they can complete all required suitability checks promptly.
- The acting manager and staff do not receive effective induction and supervision to help them to build on their practice and understand their roles and responsibilities fully.
- Although staff track the progress of individual children well, they do not use information to monitor the progress made by various groups of children, to help them evaluate the effectiveness of learning overall and identify any gaps in groups of children's learning.
- At times, staff miss chances to encourage children to try small tasks for themselves to build on their independence during activities and routines.

It has the following strengths

- Staff form positive relationships with children. Children are confident to interact with staff and feel safe and secure in their care.
- Staff work effectively with other professionals to support children's individual needs and secure any additional support they require to promote their future progress. All children make good progress from the moment they start at the pre-school.
- The acting manager ensures that staff maintain ratios so they supervise children at all times to keep children safe.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that leaders are aware of the full requirements to keep Ofsted up to date with changes to the management of the setting 	08/03/2018
<ul style="list-style-type: none"> ■ improve supervision and induction for all staff and managers so that they receive regular support and coaching to help them to fully understand their roles and responsibilities. 	30/03/2018

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

- build on assessment and monitoring, and focus more on groups of children's progress to help identify any less obvious gaps in their learning and development
- provide more opportunities for children to manage small tasks for themselves, to build upon their independence.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the acting manager.
- The inspector had discussions with the children, staff and the acting manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not kept Ofsted up to date with changes to the management to enable it to complete all suitability checks. However, the acting manager who has been in post for a year does have a Disclosure and Barring Service check. The manager and staff do not receive coaching and supervision to help them to develop their skills. Newer staff are not secure in their knowledge of some procedures and the manager and staff do not receive opportunities to update their knowledge to strengthen their practice. However, the staff team has a good knowledge of how children learn. Most staff have a clear understanding of how to keep children safe and know whom to contact if they have a concern about a child's welfare. Newer staff do not know all the procedures to follow to report a concern but would notify the manager. Staff attend regular training in first aid and they record and share any accidents with parents. They supervise children well to keep them safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The acting manager and staff know the children well. They make regular observations and assessments about what individual children know and can do. However, they do not track specific groups of children to help to monitor and evaluate their progress. Staff share plenty of information with parents and other professionals about children's learning to offer consistency for their development. They offer children plenty of opportunities to develop their early reading skills. For example, they share stories continuously to help children to understand and recall their favourite parts of the book. Staff help children to learn new mathematical skills. For example, they teach children different methods of measuring and comparing each other's height. Staff make good use of outdoor play to help children to learn about nature and the world around them.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management mean that the acting manager and staff do not have regular support to update their skills and knowledge, including a timely induction for new staff. However, the staff support each other well to keep children safe and secure. Staff do not fully encourage children's independence. Nonetheless, they help children to learn and understand the simple rules and boundaries, and behave appropriately. Children play well together, sharing and taking turns. Staff promote children's healthy lifestyles. They ensure that children eat well and have opportunities for exercise and fresh air.

Outcomes for children are good

All children, including those who receive funding towards their education, make good progress, given their starting points. They gain the skills they need to prepare them for their eventual move to school. Children develop their personal care skills well, such as finding their coats before playing outdoors. Children develop good physical skills. For example, they enjoy learning new skills, such as climbing ropes.

Setting details

Unique reference number	133685
Local authority	Oxfordshire
Inspection number	1070259
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	17
Name of registered person	Badgemore Playgroup Association Committee
Registered person unique reference number	RP910776
Date of previous inspection	23 October 2014
Telephone number	01491 575665

Badgemore Pre-School registered in 1983. It operates in the grounds of Badgemore Primary School in Henley-on-Thames. Sessions are from 9am until 3pm every weekday. The pre-school opens during school term times only. There are three staff working with the children, all of whom have relevant early years qualification at level 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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.

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