

South Moreton Preschool

High Street, South Moreton, Didcot, Oxfordshire OX11 9AG



Inspection date	16 October 2018
Previous inspection date	7 October 2015

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

Summary of key findings for parents

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

- The quality of teaching is inconsistent. Sometimes, staff do not match activities well to children's individual capabilities and learning needs, to help them make better progress. Staff expectations are variable. There is a lack of challenge in some activities, and in other activities tasks are too difficult.
- At times, leaders and managers do not deploy staff successfully to enable them to support children's play and learning more effectively.
- Occasionally, the organisation of large-group times does not suit all children. Some children become easily distracted and do not benefit successfully from such experiences.
- Leaders and managers are aware of most weaknesses within the pre-school but have not embedded consistently good practice within the new staff team to improve the quality of teaching and learning.

It has the following strengths

- Children are curious and inquisitive. They have good opportunities to make choices and follow their own interests, and they play well independently and with each other.
- Staff develop positive relationships with children and help them to feel safe and secure.
- Staff promote communication and language well, overall, which has a positive impact on all children, including those who speak English as an additional language.
- Children who have special educational needs and/or disabilities receive good support to help them engage in activities and routines.

What the setting needs to do to improve further

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

	Due date
improve the quality of teaching and develop planning processes to provide suitable challenges for children that better reflect their capabilities and individual next steps in learning	16/01/2019
review the deployment of staff to enable them to support children's play and learning more effectively.	16/01/2019

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

- consider more carefully the organisation of whole-group times to provide successful learning opportunities for all children
- develop self-evaluation processes further, particularly to improve the quality of teaching and learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed joint observations with the manager.
- The inspector talked to the manager, committee members, staff, parents, carers and children at appropriate points during the inspection.
- The inspector looked at children's assessment records, planning documentation, and evidence of staff suitability and qualifications.

Inspector

Gill Little

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders and managers monitor staff practice and provide opportunities for professional development, although this has not led to consistently good practice. They organise staff effectively to meet children's welfare needs but sometimes do not balance this appropriately to support children's learning. Leaders, managers and staff work closely in partnership with external agencies to provide children with additional support, when necessary. Safeguarding is effective. Staff provide suitable supervision and encourage children to play safely to reduce the risk of accidents and incidents. Staff know what to do if they have concerns about children's welfare and they keep their knowledge and understanding up to date.

Quality of teaching, learning and assessment requires improvement

Staff develop positive partnerships with parents, keep them well informed of their children's progress and provide helpful guidance to support learning at home. Staff assess children's development routinely but do not use this information successfully to provide appropriately challenging experiences for each child in all areas of learning. For example, they do not extend children's thinking effectively as they engage in creative activities, such as make-believe play and exploring modelling dough. Staff sometimes plan activities that are too difficult for children to achieve, such as replicating a pattern of colours. Nevertheless, they encourage children to develop other mathematical skills more effectively, such as sorting and counting. Staff engage children in discussions routinely to support their language successfully overall.

Personal development, behaviour and welfare are good

Staff provide a welcoming and stimulating learning environment, indoors and outdoors, that children enjoy exploring. They create a friendly atmosphere where children learn to follow routines and expectations. Staff are good role models and children behave well. They help children to respect people who are different from themselves, such as encouraging parents to share their cultures within the pre-school. Staff help children to learn about safe and healthy lifestyles effectively. They remind children about safety rules, teach them about good hygiene and encourage them to enjoy nutritious food. Staff provide plentiful opportunities for children to enjoy fresh air and exercise.

Outcomes for children require improvement

Children progress steadily overall in preparation for school but do not benefit from consistently good support to help them build more effectively on what they already know and can do. They miss opportunities at times to develop new skills and make connections in their learning. Some children, including younger children, sometimes find it difficult to concentrate during larger group times. Nevertheless, children play well independently and develop positive friendships. They are confident to initiate conversations and ask for help. Children enjoy developing their physical skills, such as filling and emptying containers with sand.

Setting details

Unique reference number	133717
Local authority	Oxfordshire
Inspection number	10065425
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of registered person	South Moreton Pre-School Committee
Registered person unique reference number	RP518047
Date of previous inspection	7 October 2015
Telephone number	01235 819657

South Moreton Preschool opened in 1978 and registered in 1993. Since 2008, it has operated from within South Moreton Primary School, near Didcot, Oxfordshire. It has a separate classroom and is run independently of the school by a parent management committee. The pre-school is open on weekdays from 9am until 3pm during school term times. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight staff, five of whom hold relevant qualifications at levels 2 to 5.

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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