

Combe Pre-School

Methodist School Room, Park Road, Combe, Witney, Oxfordshire, OX29 8NA

Inspection date	14/07/2014
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- All staff members engage in good quality interactions with children, which promote clear progress in communication and language development.
- Effective partnerships are in place with parents and there is a strong focus on engaging parents in their children's learning.
- The staff and committee teams have worked well to improve practice since the last inspection. There is a clear commitment to embedding new ideas into everyday practice.
- The pre-school provides a warm and friendly environment where children play well together and develop positive social skills.

It is not yet outstanding because

- Staff do not always fully engage children's interest towards the end of term, particularly the boys during group times, so children do not always concentrate or listen well.
- Staff and children tidy all toys and activities away before the mid-morning snack time, which means that children do not always have the choice to return later to favourite activities to extend their learning further.

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 both indoors and outside.
- The inspector talked to staff, parents and children at appropriate points during the inspection.
- The inspector held a meeting with the manager and representatives of the parent committee.
- The inspector completed joint observations of activities with the manager.
- The inspector sampled documentation, including children's development records, planning documentation, evidence of staff suitability and qualifications, and the pre-school's self-evaluation form.

Inspector

Gillian Little

Full report

Information about the setting

Combe Pre-School opened in 1968 and registered in 1992. It is managed by a voluntary committee of parents. It operates from the Methodist schoolroom in the village of Combe near Witney in Oxfordshire. There are two fully enclosed outdoor play areas. The pre-school serves the local area and surrounding villages. It is registered on the Early Years Register and is caring for 18 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register to care for older children. The pre-school cares for children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school is open during school term times from Monday to Friday from 9.15am to 11.45am. A lunch club is available on Monday, Tuesday and Thursday from 11.45am to 12.45pm. Afternoon sessions are available on Monday, Tuesday and Thursday from 12.45pm to 2.15pm. A Rising Fives session is available on Wednesdays from 9.15am to 11.30 to help older children prepare for school. The pre-school is planning to run an after school club from September 2014.

The pre-school is in receipt of funding for the provision of free early education for children ages three and four years. It employs four staff, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- improve group times to ensure that activities and experiences are suitable to children's differing learning abilities, so that they further develop their concentration and listening skills
- extend choices for children by keeping the routine flexible so that children can pursue their interests throughout the day.

Inspection judgements

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

Children enjoy exploring the range of activities on offer, set up on the day of the inspection as a 'fun day' for the last week of term. Staff deploy themselves well to support children's play and learning, and to engage them in good quality interactions. Some children choose to settle at a painting activity and staff encourage them to use the sponges, rollers and brushes to mix colours and create different effects. Children become engrossed as they squirt paint directly onto their paper and observe how colours change

or become lighter as staff use careful questioning. Children have a good choice of activities across the session, including outdoor play, construction, small world play, books and jigsaws. However, they tidy all toys and activities away before the mid-morning snack time, after which other activities are available. This means that they do not always have the opportunity to return to earlier activities to extend their play further.

Staff use circle times to focus on developing specific skills, particularly around mathematics and literacy. Children use a 'counting cat' visual aid as they count children present, adding together the number of boys and the number of girls to help them become familiar with using numbers in context. They show confidence in talking about the date of the month, describing the weather and recalling their home experiences. However, teaching strategies do not always fully engage the more boisterous boys who find it difficult to concentrate and do not always listen well during this end of term session. A story time outdoors in the shade of a tree works better later in the session when children listen carefully while staff read the story with expression.

Staff work well with parents to engage them in their children's learning. A recent initiative to encourage children and parents to plan activities is working well and there has been a good response. Staff use these ideas effectively to extend children's learning within the session, such as making pizzas using different toppings. They engage children in discussion about the ingredients, encourage them to make choices and to be independent. Children learn how to roll the dough into a ball, to flatten it out and to spread the tomato pure with a knife, which promotes their physical skills and their awareness of materials and textures.

A successful observation, assessment and planning process is in place, which staff use well to identify children's interests and next steps in learning. Staff clearly record children's starting points on entry and monitor their progress carefully to ensure they are on track or to identify any gaps in learning. They use daily observations to inform future planning so that activities constantly reflect children's individual needs and capabilities. They are maintaining progress checks for two-year-old children correctly. They share their assessment findings with parents on a regular basis and encourage parents to share their observations of children's progress at home. They provide parents with helpful guidance to support children's learning at home, such as posting information leaflets on their website.

Staff provide good support for children with special educational needs and/or disabilities and children learning English as an additional language. They plan activities to meet children's individual needs and work closely with outside agencies and parents. They learn key words in children's home languages and offer additional settling in visits as necessary.

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

Staff create a warm and friendly environment for both children and parents. Children settle quickly on arrival and show that they feel safe and comfortable in the pre-school. They play well together and alongside each other, showing positive social skills. They are able to show concern for each other, such as offering comfort after a bump in the

playground. They help to tidy up readily and they respond well to suggestions and instructions from staff. Behaviour is good overall and children demonstrate a positive approach to learning.

Children enjoy being outdoors and use both the playground and garden area during the session. They develop their physical skills effectively as they practise for sports day, such as carrying wooden eggs on wooden spoons, which promotes their balancing and concentration skills. Staff make good use of the local area to extend children's learning experiences, such as using a woodland site to carry out a mini beast hunt or to make a rainbow out of different coloured leaves. Such experiences enable children to benefit from fresh air, physical activity and a sense of well-being by being close to nature.

Children develop a good awareness of hygiene and healthy lifestyles. Since the last inspection, staff have focused well on supporting good hygiene practices. They now incorporate a hand washing rhyme and explanations about the importance of hand washing as part of their daily routine. Children enjoy a healthy snack, such as crackers, raisins and apple, serving themselves with plastic spoons. This approach further promotes good hygiene and enables children to practise using tools for a purpose. Staff sit with children as they eat, generating stimulating discussions and using positive descriptive language, such as 'delicious', to promote healthy eating. Staff enhance children's awareness of staying safe by practising road safety in the adjacent car park and carrying out routine fire drills.

Staff support older children well to prepare for their move into school reception classes. Children take part in physical education sessions at the local school and are joined by schoolchildren for music sessions in the pre-school. This approach helps children to become familiar with the school environment and other schoolchildren.

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

The staff and committee teams demonstrate a good understanding of the requirements of the Early Years Foundation Stage. The safeguarding lead for the pre-school is fully aware of possible symptoms of children at risk and procedures to follow if there are concerns. Designated staff and committee members have appropriate safeguarding training and staff have the opportunity to discuss relevant issues during routine meetings. The pre-school environment is safe and secure, and staff supervise children closely. Robust recruitment procedures are in place to assess the suitability of new staff and all relevant records are available for inspection. Induction procedures support new staff effectively to become familiar with their roles and responsibilities. The committee successfully supports the professional development of the staff team, offering regular appraisals and supervision meetings. The committee agrees achievable targets for individual members of staff, which they review regularly, to encourage continuous improvement. Training opportunities for staff, such as learning about sign language, help them to improve outcomes for children. For example, they now use sign language to support all children, including those with special educational needs and/or disabilities, to promote communication skills further.

Effective processes are in place to monitor the quality of teaching and learning. The staff team evaluates planning on a weekly basis, using this information to inform the next week's planning. Staff use the local county council online tracking tool to identify the needs of individual children and the group as a whole. For example, they are planning to focus more on mathematics in the next term as a result of data from this process. Daily discussions among the staff team support all staff to focus well on children's individual needs.

Self-evaluation processes incorporate the views of the staff team, the committee, parents and children. Feedback forms are available routinely to gather in ideas for resources, future activities and other aspects of running the pre-school. Regular staff meetings, committee meetings and parents' evenings offer further opportunities for everyone to contribute their ideas. Staff take good account of children's views, such as adding their ideas to a wish list of resources. The staff and committee teams have worked well to meet recommendations set at the last inspection. There has been a strong focus on embedding these recommendations and other new ideas into everyday practice to benefit children routinely.

Good partnerships are in place with parents, outside agencies, local schools and other settings that children attend. The staff team has close links with the village school and are developing partnerships with other schools in the local area. Staff are proactive in finding out about other settings that children attend and making contact with other professionals involved in their care. They share information about planning and children's next steps to promote continuity. Parents state that they are happy with the pre-school, commenting that their children have grown in confidence and are well prepared for school.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	133487
Local authority	Oxfordshire
Inspection number	813805
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	18
Name of provider	Combe Pre-School Committee
Date of previous inspection	18/10/2011
Telephone number	01993 898813

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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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