

# Combe Pre-School

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



## Inspection date

7 November 2017

Previous inspection date

14 July 2014

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

## Summary of key findings for parents

### This provision is good

- The manager and staff know the children very well. They provide a well-resourced environment with a good range of age-appropriate resources that children are keen to explore. All children make good progress from their initial starting points.
- The manager and staff are good role models for children. They teach children to use good manners and to treat one another with respect. Children behave well. They know to listen to each other's views and to be kind to their friends.
- Partnerships with parents are good. Staff work closely with parents and give advice to help them support their children's development at home. Parents comment that staff are very friendly and that children look forward to attending the setting.
- The manager has addressed the recommendations raised at the last inspection. The manager and staff evaluate and reflect on their practice and have a positive drive to continue to improve outcomes for children. For example, staff work in close partnerships with outside agencies to meet the needs of individual children effectively.

### It is not yet outstanding because:

- Staff sometimes miss opportunities for children to learn to link sounds to letters, to develop their early reading and writing skills.
- The manager does not make the best use of information gained from assessments of individual children to monitor the progress of groups of children and precisely target teaching to extend children's learning even further.

## What the setting needs to do to improve further

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

- help children learn to link sounds to letters, to promote their early reading and writing skills further
- make better use of the ongoing monitoring of the progress that individual children make to track groups of children and precisely target teaching to extend children's learning even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, and staff suitability checks. She discussed the setting's self-assessment and procedures to monitor children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written testimonials on the setting's website.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow if they have any concerns for a child's welfare and keep up to date with changes in legislation. The manager implements robust recruitment and induction procedures to ensure that all staff and committee members are suitable to work with children. The manager carries out regular supervisions and observations to target improvements in their practice and share understanding from training. For example, staff use new knowledge of software to track children and identify emerging gaps in their development and learning so that they can put interventions into place quickly. The manager and staff have well-established partnerships with other settings children attend, to help ensure consistency in children's individual care and learning.

### Quality of teaching, learning and assessment is good

The manager and staff have a good understanding of how children learn. They assess children's skills on entry and build on this information as they observe and plan activities, which help to motivate children to learn. Staff support children's communication and language skills well. For example, they introduce new vocabulary, such as 'thermometer' and 'syringe', and children repeat and use the term as they explore objects during pretend play. Staff enthusiastically engage with children to encourage their creative and imaginative play. For instance, they invite staff to a lunch of pasta and bacon sandwiches and create decorated shakers out of bottles. Children lead their own learning and enjoy opportunities to investigate, test out their theories and solve problems. For example, children improvise and find flat surfaces so that they can iron their washing and balance their bicycles on different surfaces to see if they will roll down on their own.

### Personal development, behaviour and welfare are good

Children demonstrate high levels of confidence and self-esteem. For example, they are relaxed, well settled and they form secure attachments with their key person. Staff effectively support children's understanding of a healthy lifestyle and they learn to recognise the importance of eating healthily. Children thoroughly enjoy daily fresh air, which provides suitable risk and challenge. They learn to respect the differences of others as they explore and learn about the beliefs and cultures of others.

### Outcomes for children are good

Children learn a wide range of skills, which prepares them well for the next stage in their learning, including starting school. They are sociable, inquisitive and eager to try out new things, such as playing musical instruments from different countries. Children have a good understanding of mathematics and use mathematical language well. For example, children count, sort and match objects, and talk about size as they construct towers out of toy animals.

## Setting details

<b>Unique reference number</b>	133487
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070251
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Combe Pre-School
<b>Registered person unique reference number</b>	RP518031
<b>Date of previous inspection</b>	14 July 2014
<b>Telephone number</b>	01993 898813

Combe Pre-School registered in 1992. It operates from the Combe Community Hub in the village of Combe near Witney, Oxfordshire. The pre-school is open during school term times, on Monday to Friday from 9am to 12pm with a lunch club from 12pm to 1pm. Afternoon sessions are daily from 1pm to 2.30pm. Afterschool club runs daily from 2.30pm to 6.00pm. The pre-school employs seven staff. The manager holds a BA (Hons) in Early Childhood Studies. Five staff hold childcare qualifications at level 3, and one member of staff is unqualified. The committee chair and deputy hold qualified teacher status. The pre-school is in receipt of funding to provide free early education.

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