

# Greatworth Pre-School

Greatworth CP School, Helmdon Road, Greatworth, BANBURY, Oxfordshire, OX17 2DR

<b>Inspection date</b>	05/11/2014
Previous inspection date	08/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff ensure that children participate in purposeful play and exploration. They ensure that every child is challenged effectively to reach the next stage in their development.
- Staff are enthusiastic and they successfully motivate children. They create a stimulating learning environment inside and in the outdoor play area and the choice of activities and resources is good.
- Staff promote very good relationships that foster a sense of belonging and ensure that children are confident learners.
- The partnerships with parents are highly effective. Staff are fully aware of children's different care needs and staff ensure that parents are actively involved in their children's learning and development.
- Staff successfully minimise potential risks. Their good knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are safeguarded.

### It is not yet outstanding because

- Children's good physical skills with use of tools are not maximised by using these in daily routines, such as cutting up food.
- Staff do not consistently maximise children's mathematical knowledge, for example, drawing their attention to comparing the different sizes and weights of resources used during activities.

## 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.

## Inspection activities

- The inspector observed activities as children played in the playroom and outside.
- The inspector checked evidence of the suitability of staff members and committee members, and checked staff qualifications and training.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the chair of the committee, the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Greatworth Pre-School was registered in 2000 and is registered on the Early Years Register. It is committee run and operates from a purpose built building in the grounds of Greatworth Primary School. The school is situated in the centre of Greatworth village, near Banbury. The pre-school has an enclosed outdoor play area from which there is direct access to the school's Foundation Stage outdoor area and playing field. It opens term time only, Monday to Friday from 8.30am to 3.30pm. Children are able to attend for a variety of sessions. There are currently 24 children in the early years age group on roll. The pre-school provides funded early education places for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school employs four members of staff who work directly with the children. The manager is qualified in early years at level 6 and holds Early Years Professional status. The deputy is qualified in early years at level 3 and is working towards level 5, one assistant is qualified at level 3 and the other is working towards level 3. The pre-school holds Pre-school Learning Alliance membership.

### What the setting needs to do to improve further

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

- extend the good mathematical teaching by consistently supporting children in identifying different weights and sizes
- enhance children's physical skills with use of tools by, for example, consistently providing more opportunities for them to cut up their own foods at snack times.

### Inspection judgements

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

Children make good progress. They are supported effectively by staff to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children are active learners, they are creative and they are developing their critical thinking. Staff create a stimulating learning environment indoors and outside, and they enthuse and engage children. Observations and assessments of children leads to planning for learning that is tailored to individual needs and interests. Staff support children well so that they develop skills in readiness for nursery class and school. Children with special educational needs and/or disabilities receive good support. Communication with parents is good with regard to obtaining information during induction on what their child already knows and can do. Parents are involved as partners in their child's learning because there are regular opportunities to share information and plan for children's learning in the pre-school and at home. Staff provide parents with a progress check when their child is aged

between two and three years.

Children move freely between indoor and outdoor play spaces and confidently choose from a very good variety of activities and resources that meet their developmental needs extremely well. A planned activity, in advance of Bonfire Night, is linked to safety. A group of children sit in the outdoor area on logs that are set out in a circle. They talk about what they need in order to build a bonfire, and decide that they need to gather sticks. They then place the sticks in the centre of their circle. Staff promote children's speaking and thinking skills effectively because they ask children open-ended questions about safety. They decide that there is a danger that they could fall into the fire and get burned, and so they must create a boundary that they must not cross. One child decides that this can be created with a rope and so fetches a skipping rope. Children talk about the colours and sounds, but also the danger of fireworks. They decide to build their own bonfires in the sand pit. A child rubs two sticks together because he knows that this is how to create fire. Other children decide that they must put out the fire and so run into the playroom and dress up as fire fighters. Other children make marks in the damp sand with the sticks that they have collected. Mathematical learning is promoted well by staff while they talk with children. At group time, they talk about the date, which is the fifth day in the month. They then count to five using their fingers, and older children know that six comes after five. However, mathematical development is not always maximised. Children roll balls down funnels and watch them collect in a box. They identify the balls by colour, but they are not asked to identify different weights and sizes and so do not anticipate the different speeds at which the balls will travel.

Children's physical development is promoted effectively by staff. They develop confidence and skills because they have access to challenging large physical play equipment. Manipulative skills are practised with use of a full range of safe small tools and toys. Children use scissors competently when they decide to cut out the pictures they have drawn. They create designs with liquid paint that they squeeze out of small tubes, and all children label their artwork with their own name. Some children are able to form enclosed shapes and some write their names without any help. Children play with clay and describe it as being hard. Staff ask them what they think they need to do to soften it. Children remember that they need to warm it by rubbing it in their hands. They use textured wooden rolling pins to create different patterns in the clay. Older children mould the clay and then flatten it and roll it out. They say they are making sandwiches and use the tips of their fingers to create small pieces of pretend food for fillings. Children demonstrate good physical skills as they cut the clay with plastic knives. However, staff do not consistently ask them to use these skills in real situations. Children eat slices of apple and cucumber at snack time, but they are not given the opportunity to cut the food up for themselves.

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

Children's personal, social and emotional development is promoted extremely well. Staff support children with full effect so that they feel emotionally secure and settle well in the pre-school. A gradual introduction includes home visits made by staff. The interaction between staff and children is very good and children are settled, happy and confident. Children's self-esteem is given a high priority and so staff praise and encourage their

achievements and positive behaviour. Children behave well and demonstrate an awareness of rules, such as walking and not running in the playroom. They readily share and take turns and they show consideration for others. Close friendships have formed within the group.

The play environment is rich in print and labels. This includes words and pictures on toy boxes which aids children's independence because they confidently choose and select toys for themselves. Staff support children well in managing their own hygiene and personal needs. Children are well prepared for the next stage of their learning and for moving on to other settings and school. Links with Foundation Stage staff in the school are good, for example, pre-school children are able to share the Reception class outdoor play area. Good practice encourages children to gain an understanding of difference. Resources reflect positive images of diversity and children learn about different traditions, customs and beliefs.

Staff ensure that children eat healthy snacks and parents provide healthy food in packed lunches. Staff use their food hygiene knowledge effectively to ensure that food is safely stored. Children learn how to keep themselves safe. For example, they learn how to protect themselves in an emergency situation because the evacuation procedure is regularly practised. Children's well-being is promoted well because policies provided for parents on safety, illness and accidents are put into practice effectively by staff. Children are encouraged to be physically active on a daily basis. They enjoy activities equally in playrooms and outdoors, and they develop confidence and skills because they have access to challenging large physical play equipment.

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

Staff create a welcoming, safe and healthy play environment. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Children are safe because a comprehensive risk assessment ensures that potential hazards have been identified and addressed. Staff are fully aware of their responsibilities to protect children from abuse and neglect. Procedures for staff recruitment, selection and induction are clear and vetting procedures for staff are thorough. Parents are aware of a clear safeguarding procedure and the Northamptonshire Safeguarding Children Board procedures. The manager ensures that all staff members' child protection knowledge is kept up to date.

The manager uses her knowledge and skills effectively to monitor the educational programmes successfully. Consequently, she ensures that children's care and learning needs are addressed well. The manager and staff are successful in ensuring that all children make good progress. They continually review and seek to improve practice. A clear and comprehensive self-evaluation has recently been undertaken. A current priority for improvement is for the manager to attend Forest Schools training in order to extend experiences for children in the outdoor play environment. The All about me form, initially completed by parents, is being extended so that parents provide even more information

on what their child already knows and can do. Staff welcome advice offered by local authority representatives. The selection of resources is very good and toys are chosen for their quality and durability as well as to meet children's needs at their different stages of development. Records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met are well maintained and implemented.

The information obtained from parents on their child's individual care and learning is very good and good communication between staff and parents ensures that they work successfully together to meet all children's different needs. Staff seek and welcome parents' views on the provision through the implementation of a questionnaire. Staff ensure that links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. They liaise with external agencies or services to ensure that children get the support they need. Policies and procedures fully support the safe and efficient management of the provision, and parents are aware of them.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	220291
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	864234
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Greatworth Pre-School Committee
<b>Date of previous inspection</b>	08/06/2009
<b>Telephone number</b>	01295 711456

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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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