

Great Tew Pre-School

Inspection report for early years provision

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Inspector Lisa Constable

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Great Tew Pre-School has been established for over 25 years and is a voluntary group managed by a committee of parents and carers. The pre-school operates from within the grounds of Great Tew Primary School which is situated on Tew Estate in Great Tew, near Chipping Norton in Oxfordshire. Children have access to the school reception class as well as the pre-school room and two fully enclosed outside play areas. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 13 children may attend at any one time. There are currently 18 children on the Early Years Register and children come from the village of Great Tew and surrounding rural communities. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school is open each weekday during school terms from 9am to 12pm with an optional lunch club operating from 12pm to 1pm every day, except Wednesdays. In addition, afternoon sessions are available on Mondays and Tuesdays from 12pm to 3pm with an additional session on Wednesday afternoons running in the summer term only. The pre-school supports children with special educational needs and/or disabilities and receives support from the local authority. Three staff are employed at the pre-school, all of whom hold appropriate childcare qualifications at level 2 or above. The supervisor is currently working towards the Foundation Degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this stimulating pre-school. The positive attitudes, in-depth knowledge of the Early Years Foundation Stage and competence of staff contribute to this greatly. Children are valued as individuals and differences are celebrated in this inclusive pre-school. Recognition for children's achievements, and planning which meets the needs of all children are exemplary. The pre-school has full capacity to maintain excellent continuous improvement because staff value the process of self-evaluation. The views of all parties concerned with the pre-school are taken into consideration to drive improvement highly successfully.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- exploring further ways of sharing information about children's progress with their parents and carers, so as to involve these adults as fully as possible in their children's learning

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among the adults within the pre-school. All staff receive appropriate safeguarding training and have excellent awareness of how to keep children safe. Extensive recruitment and vetting procedures, the successful induction of new staff and continuous monitoring of their suitability, maintains the safety of the children. Policies and procedures are highly effective in informing staff knowledge and maintaining the safety of children, such as the use of a door alarm system.

The supervisor is extremely successful in inspiring the staff team and committee members to work towards meeting and sustaining ambitious targets. Staff have a clear understanding of the importance of self-evaluation and have a positive attitude towards improvement. As a team, including the committee, children and parents, the pre-school has identified areas of strength and those for further development successfully. The thoughts and feelings of everyone involved are gained through a fully embedded system for providing feedback, such as through regular questionnaires and a 'notes book' in reception. As part of suggested improvements parents regularly contribute to activities such as art sessions and outings, from which children benefit. Morale is very high and a belief in the pre-school's success runs through all staff. As a result, the outcomes in children's achievements and well-being are exceptionally high.

Overall the pre-school has a positive relationship with parents and carers with some good systems in place to regularly exchange information about children's progress; however, these are not extended as fully as possible. An informative termly newsletter is provided which includes information such as safety issues, up and coming events and how parents can contribute to their child's learning and development. Adults have thorough knowledge of each child's background and needs and identify if a child has the need for additional support as early as possible. They share information with colleagues, parents and other professionals where appropriate to ensure children get the individual support he or she needs. This support includes children who are gifted and talented. Staff promote a highly positive attitude towards equality and diversity and celebrate difference between children. For example, children are encouraged to fundraise for those with disabilities.

Furniture, equipment and resources are of high quality and suitable for the ages of the children to support their learning and development. Staff use sustainable materials in an imaginative way and props are often used to interest and include children in their favourite stories. Deployment of committed staff, along with a high staff ratio, is excellent. It contributes to the outcomes for children as this provides opportunity for highly effective one to one time. Partnerships with other provisions are well established and make a strong contribution to children's wellbeing and

achievement. The pre-school works exceptionally closely with the reception class within Great Tew Primary School. There are suitable links with other provisions that the children may attend. This provides the opportunity to share and gain information on each child as individuals.

The quality and standards of the early years provision and outcomes for children

All children make excellent gains in their learning in relation to their starting points and capabilities. They are confident and eager to attend. They show that they feel valued as individuals by adults who support their learning and development extremely well. Staff use positive schemes such as 'wow' certificates and hand stamps to recognise individual achievements of children, which are also celebrated as a whole group. Parents are encouraged to participate in these schemes and often share the children's achievements from home within the pre-school. Staff are inspiring. They encourage children through everyday conversation and positive interaction; they use humour and their excellent knowledge of each child to encourage their learning further.

Children show that they can be independent, but are also dependent on others when appropriate. They work together well, showing excellent negotiation and co-operation skills. Standards of behaviour are exemplary and children use good manners. This is as a direct result of the staff implementation of an effective behavior management policy. Children willingly make a positive contribution to the routine of the pre-school by assisting with tasks such as tidying away and laying tables for snack.

Adults promote safety as routine, so children have an exceptional understanding of how to keep themselves and others safe. They remind each other of safety issues such as not swinging on chairs. Children explain competently how they keep themselves safe, for example by wearing a bright jacket when they go for walks. Children have ownership of their health and well-being and demonstrate that they are well informed about healthy living. They put their hands over their mouths when they cough and know why they should do this. They use the 'germ bin' for used tissues. Staff introduce this system to reinforce the importance of keeping healthy. Children know they must wash their hands prior to snack, after using the toilet and if dirty. This is modelled well by adults who take great care to set first class examples. Staff are inventive in providing activities that support children's understanding about keeping healthy. They use glitter to show children how germs can stick to their hands and that they have to wash really well to get these off. Children readily access outside areas, showing positive attitudes to being outdoors in fresh air. This is used continuously by children who participate frequently in a wide range of physical activities.

Children's progress in communication and numeracy is exceptionally good and children eagerly apply their new skills in their activities. They have highly impressive knowledge about the pre-school routine and wider world. Staff use detailed observations to plan activities matched with the individual needs of each

child.

Children are encouraged to explore the wider world through pre-school experiments, such as, learning about what they need to be healthy and grow. An experiment with cress allows the children to see that seeds without water do not grow. Transition to the adjacent school is prepared for exceptionally well. In addition, staff plan specific sessions for children who are moving on where they can learn how to manage tasks such as dressing themselves.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met