

# Enstone Pre-School

Inspection report for early years provision

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**Unique reference number** 133488  
**Inspection date** 05/10/2009  
**Inspector** Jennifer Taylor

**Setting address** Enstone Primary School, Oxford Road, Enstone, Chipping  
Norton, Oxfordshire, OX7 4LP

**Telephone number** 01608 677192

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**Type of setting** Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## **Description of the setting**

Enstone Pre-School registered in 1967 and moved to its present site in 1997. It is a committee run group, which provides care and education for children who live in the village and surrounding area. The group operates from its own purpose built unit within the grounds of the primary school in the rural village of Enstone, approximately 15 miles north west of Oxford. It works in partnership with the Early Years Foundation Stage at the school. The pre-school is open from 9.00am to 12.00pm Monday to Friday. A lunch club is held on Mondays, Wednesdays and Fridays from 12.00pm until 1.00pm. It is a term time only group. The group is on the Early Years Register and is able to accept a maximum of 16 children from two to under five years at any one time. There are 25 children on roll. There is easy access to all parts of the site. There are two suitably qualified members of staff working with the children and an additional member of staff who works with a child with special educational needs four mornings a week.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The unique needs and interests of all groups of children are responded to well by all staff members. They work hard as a team to ensure the children are happy. Good links with the host school enable children in the pre-school to enjoy their first school experience when they join the Reception class. The capacity of the pre-school to maintain continuous improvement is good.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review filing procedures in order that specific documents can be found quickly
- develop the outside area further to improve climbing and balancing equipment to enable children to develop their physical skills.

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

Self-evaluation is informal. However, the staff team's in depth knowledge of all children as individuals informs short term planning, assessment and day-to-day provision for the children well. The recommendations from the last inspection have been dealt with and planning is now good. Children have targets to aim for and are challenged. The good deployment of trained staff and use of resources ensure that children with special educational needs and disabilities are included in all activities. The setting promotes equality and diversity well. There are good links with parents who are supportive and appreciate the provision made for their children. Parents are encouraged to discuss any concerns they have so that actions can be taken to

ensure their children are settled and happy. Safeguarding policies and procedures meet requirements but methods used for filing could be improved in order to find specific documents quickly. Staff ensure that entrance gates and classroom doors are secure at all times. Adults are alert to the possibility of children wandering out of sight and make sure they are strategically placed in order to see the children at all times.

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

The staff team know the children well and have a good understanding of their immediate needs, particularly those children who have special educational needs and/or disabilities. All children are fully included in the wide range of activities and make appropriate progress towards the early learning goals in relation to their starting points. They enjoy their learning and this will contribute to the next phase of their education. Great care is taken by the staff team to encourage the children's independence at the same time as recognising their limitations. Children are kind to one another and, for example, they spontaneously help each other over high steps. They take good account of each other's diverse needs and backgrounds.

The children are active, happy and well behaved. They play well together both inside and outside. Children are confident and feel safe because they are well supervised and members of staff have warm and positive relationships with them.

Children enjoy making prints from fruit. This links well with the topic of food and helps children to learn about healthy eating. Children benefit from first hand experiences and enjoy handling real fruit and vegetables in their efforts to identify them. Children enjoy the outside activities including sand, water and role play areas as well as simple balancing and trampoline activities. The Chair of the committee is aware that the outside learning environment lacks sufficient structures to encourage climbing and to fully develop children's physical skills. Plans are already in place to purchase more equipment at a later date.

Members of staff are well deployed and their focus on developing children's speaking and listening, personal skills and confidence in preparation for the next steps in their education is effective. The staff team use every opportunity to engage children in conversation and, through careful questioning, encourage the children to explore ideas. The day-to-day organisation is well planned and there is a good balance between adult-led activities and those selected by the children. The children have the opportunity to become familiar with information technology using simple programs with adult support. Informal events, for example, the lunch club, are used well to develop social skills and language. Children are encouraged to make choices and explain their preferences for lunch items.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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