

Enstone Pre-School

The Portakabin, c/o Enstone Primary School, Oxford Road, Enstone, Chipping Norton, Oxfordshire, OX7 4LP



Inspection date	11 October 2016
Previous inspection date	8 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 reflect accurately on the service they provide and focus on continuous improvement. This has enabled the setting to maintain its good quality service since the previous inspection.
- Staff prioritise children's emotional development and use a range of successful strategies to support children through times of change. For example, staff have good links with the local primary school and take older children on regular visits to the school to help prepare them for the change ahead.
- Staff know children well and an effective key-person system is in place. Staff make good use of children's observations and consider their interests to inform planning. Children are excited and motivated to learn. They make good progress and develop skills that prepare them well for their next stage of learning.
- Staff make good use of opportunities to support children's mathematical language as they play. For example, children joined in with staff counting beyond 20 to measure the amount of time for each child's turn as they jumped on a small trampoline.

It is not yet outstanding because:

- Some daily routines interrupt children's play and exploration and do not encourage children to explore and learn at their own pace.
- Staff sometimes limit children's creative choices during planned activities, which does not support children's creative thinking fully.

What the setting needs to do to improve further

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

- review routines to provide children with every opportunity to direct their own play and learning
- support staff to help children to explore their own creative ideas to develop their thinking skills even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are good. Staff use effective ways to involve parents in all aspects of their children's learning. For example, they discuss children's interests, home experiences and share their next steps in learning. The manager has effective systems in place to monitor children's progress. For example, she plans staff training opportunities to address gaps identified in children's learning. The manager provides staff with good guidance to help them develop their professional skills. Safeguarding is effective. All staff have a high regard for keeping children safe. They are well trained in safeguarding and understand how to protect children from harm.

Quality of teaching, learning and assessment is good

Staff are skilled in supporting children's communication and language development. For example, staff are actively involved in children's play, engage them in conversation and use a range of questions to encourage children to give explanations and share ideas. Staff encourage children's curiosity about the world they live in successfully. For example, staff reminded children about using magnifying glasses to look closely at worms. They also organise weekly opportunities for play and exploration in the local environment. Staff support children's physical development and coordination effectively. For example, they challenged children to roll tyres up and down a slope.

Personal development, behaviour and welfare are good

Staff provide a well-planned and stimulating learning environment that captures children's interest as they explore it eagerly. Staff are positive role models and manage children's behaviour well. For example, they teach children good manners, sharing, taking turns and playing cooperatively. Children behave well. Staff encourage children's independence skills well and help them to develop a sense of responsibility. For example, children are keen to help prepare tables for snack time, learn to spread toppings onto rice cakes and serve their own drinks. Staff support healthy lifestyles well. For instance, children learn about hygiene practices and have plenty of opportunities to be physically active.

Outcomes for children are good

Children are confident, happy and settled. They develop good social skills and enjoy playing with others. They demonstrate a natural curiosity and talk expressively about their observations and ideas as they play and explore. Older children learn a good range of skills that prepare them well for school. For example, they develop literacy skills, such as writing and recognising letters in their names. Children are keen to test out their ideas. For instance, children experimented by placing different objects on a balance.

Setting details

Unique reference number	133488
Local authority	Oxfordshire
Inspection number	1061367
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	23
Name of registered person	Enstone Pre-School Committee
Registered person unique reference number	RP911056
Date of previous inspection	8 October 2013
Telephone number	01608 677192

Enstone Pre-School registered in 1991. It operates from Enstone, Oxfordshire. It opens Monday to Friday from 9am to 3pm, during term time. The setting employs seven staff. Of these, two hold qualified teacher status and four hold appropriate early years qualifications at level 3. The setting receives government funding for children aged two, three and four years.

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