

Faringdon Pre-School

Canada Lane, Faringdon, Oxfordshire, SN7 8AH



Inspection date	23 April 2018
Previous inspection date	1 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff establish positive relationships with parents, schools and other professionals, such as the local authority adviser. The manager, committee and staff have worked hard to meet the actions raised at the previous inspection and raise the safety for children.
- Staff build effective relationships with children. For example, they show affection and give them verbal reassurance, smiles and praise. Staff play alongside children and offer support and encouragement. This particularly helps new children to feel relaxed and safe and to gain the confidence to engage in new experiences.
- Staff regularly observe children's play and assess their individual learning closely, which helps them to plan precise next steps in learning for each child.
- Children develop good mathematical skills. They enthusiastically use appropriate language and gain the necessary skills to help prepare them for their future learning.
- Leaders and staff regularly evaluate and review all areas of the pre-school. They use the views of the parents and children to identify strengths and weaknesses, to help make changes that will benefit the children.

It is not yet outstanding because:

- While leaders track the achievements of individual children, they do not identify the progress made by specific groups of children to raise all children's progress to the highest level.
- At times, staff do not offer the older and most able children greater opportunities to increase their responsibilities and to learn how to manage tasks for themselves.

What the setting needs to do to improve further

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

- monitor the outcomes of the different groups of children more precisely and address any differences in achievement more effectively
- increase opportunities for the older and most able children to become even more independent and take on further responsibilities.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and the chair of the committee. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders have taken effective steps to improve the pre-school since the last inspection. There are secure recruitment procedures to check the suitability of staff and the management committee. Staff know the procedures to follow if they have concerns about a child's welfare. Staff receive regular individual support meetings where they can seek advice and discuss their own development opportunities. Leaders monitor staff practice to help ensure children receive good-quality teaching to promote their progress. Leaders continue to source a range of training that helps staff to improve the outcomes for children. For instance, staff have attended training focused on promoting healthy eating and children's physical skills. This has a positive impact on their ability to plan additional activities that enhance children's physical development further. Partnerships with parents are effective. Parents are well informed about their children's learning and they are happy with the care that their children receive.

Quality of teaching, learning and assessment is good

Staff monitor individual children's learning and accurately assess their progress. They provide activities that engage children's interest. For example, children eagerly watched their hatched ducklings and frogspawn. They remembered and predicted the stages of their life cycles. Overall, children are achieving expectations at the time of their progress check when they are two years old. Staff support children's communication and language skills well. For example, they consistently engage children in conversation about recent holidays, their families and interests. Staff successfully design and make resources that enrich children's learning. For instance, they use numbered bricks and play games to support children's understanding of number recognition, shape and size. Staff support children to solve problems for themselves, such as when they consider the height and number of bricks that they have.

Personal development, behaviour and welfare are good

Children build secure relationships with staff as there is an effective key-person system. This helps to positively support children's emotional well-being. Staff use successful strategies and positive role modelling to promote children's good behaviour. Children show care and consideration for others. For example, they happily chat together about which roles to play in the home corner and include each other in their decisions. Children form positive friendships and develop strong social skills. Children are beginning to learn about healthy lifestyles. Staff support children's physical play very well. For example, children enjoy completing challenging obstacles outside. Children explore resources to help them learn about different people, their communities and cultures.

Outcomes for children are good

All children develop a wide range of skills and are prepared well for the next stage in their learning, such as school. Older children are socially confident with good communication skills. They enthusiastically sing and follow the actions to familiar songs. Two-year-old children investigate and explore how fast different vehicles move as they repeatedly race them down a chute and watch them come out of the other end.

Setting details

Unique reference number	133722
Local authority	Oxfordshire
Inspection number	1117767
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	43
Name of registered person	Faringdon Pre-School Committee
Registered person unique reference number	RP518059
Date of previous inspection	1 November 2017
Telephone number	01367 242 801

Faringdon Pre-School opened in 1979 and registered in 1993. It operates from the grounds of Faringdon Infant School. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are seven staff who work directly with the children. Of these, four hold an appropriate early years qualification at level 3. The manager has early years professional status.

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