

# Leaffield Pre-school

Playgroup Room, New Village Hall, Lower End, Leaffield, Witney, Oxfordshire, OX29 9QH



## Inspection date

Previous inspection date

5 March 2018

18 May 2015

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

- Staff use assessment procedures well to plan for children's next steps in learning and ensure that they make good progress in preparation for school.
- The quality of teaching overall is good and staff support children effectively to develop key skills for the future.
- Children demonstrate high levels of positive behaviour. They listen carefully, respond well to staff and are able to work together effectively.
- Staff provide a good range of opportunities for children to be energetic and to acquire a wide range of skills that supports their physical development successfully.
- Leaders and managers monitor and evaluate staff practice carefully, and use this information routinely to improve the quality of teaching.
- Leaders, managers and staff follow robust safeguarding procedures to provide a safe environment and to support children effectively where concerns arise.

### It is not yet outstanding because:

- Staff sometimes do not make the best use of opportunities for the most able children to explore fully their own interests, thoughts and ideas to extend their learning further.
- At times, staff overdirect creative activities and reduce children's choices about how they achieve an end product.

## What the setting needs to do to improve further

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

- increase opportunities for the most able children to follow their own interests, thoughts and ideas, to build on and extend their skills and thinking further
- explore ways for children to be more creative and to make more choices about how they achieve an end product.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector talked to children, parents, staff, key persons and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, parent questionnaires and evidence of staff suitability and qualifications.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibilities and keep their knowledge up to date. They supervise children closely and follow effective safety procedures to reduce the risk of accident and injury. Leaders and managers encourage staff to reflect on the quality of their practice and they provide routine supervision to identify and address any weaknesses. For example, following training, the well-qualified team has worked together to focus more carefully on children's individual next steps in learning to secure good progress. Staff work closely with parents and other settings that children attend to encourage continuity in children's experiences.

### Quality of teaching, learning and assessment is good

Parents state that staff have a good understanding of their children's personalities from when they first start in the setting and meet their individual needs consistently well. Staff interact with children throughout their activities and routines to encourage good language development. They support children to focus well during activities to develop effective listening skills and to work in partnership with their friends. For example, they help children to follow rules during a whole-group game and to manage their feelings well when they do not win. Staff support children's early literacy skills successfully as they share stories with enthusiasm and teach children to recognise and form letters.

### Personal development, behaviour and welfare are good

Staff support children's confidence effectively over time, to help them feel comfortable to join in with activities and make relationships with others. They support children to learn about people who are different from themselves to encourage a positive approach to diversity. Staff teach children successfully about behavioural expectations and how to manage conflict. For example, they encourage children to think about how they could share resources and children readily solve this problem by deciding to use a timer. Staff plan a variety of activities to help children enjoy the world around them and to encourage healthy lifestyles.

### Outcomes for children are good

All children make sustained progress from their starting points in learning, including those from vulnerable groups. They engage well in activities and follow instructions readily. Children learn to use language skills effectively to express their needs, and some children become very articulate and confident communicators. They enjoy exploring and solving mathematical problems, such as repeating patterns and constructing models with coloured bricks. Children learn to move and express themselves in different ways as they enjoy exploring music, dance and songs. They enjoy making marks and learning about sounds and letters, and some children write their names independently.

## Setting details

<b>Unique reference number</b>	133491
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089469
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Leaffield Pre-school Committee
<b>Registered person unique reference number</b>	RP517949
<b>Date of previous inspection</b>	18 May 2015
<b>Telephone number</b>	01993 878667

Leaffield Pre-school registered in 1997 and has been in operation since 1973. It is managed by a committee of parents and members of the community. The pre-school is located in the village of Leaffield, in rural Oxfordshire. It is open on weekdays, during term time, from 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It employs six staff, five of whom hold relevant qualifications at level 2 or 3.

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