

North Drive Pre-School

North Drive, Grove, Wantage, Oxfordshire. OX12 7PW



Inspection date

8 June 2016

Previous inspection date

18 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 last year has been a challenging one for the pre-school staff. Despite this, under the strong leadership of the manager, staff have worked together well to improve the provision and their practice. As a result, all legal requirements are now met.
- The support for children's learning is good. Staff plan an interesting and varied range of fun, stimulating activities which children thoroughly enjoy. They make good progress in their learning and are well prepared for starting school.
- Staff form strong relationships with the children. They know them well and take account of their individual needs. This means children settle quickly into the pre-school and feel secure.
- Good use is made of the outside area to enrich children's learning. This is especially beneficial for children who prefer to learn outdoors.

It is not yet outstanding because:

- When staff review children's learning, they occasionally miss recording what children need to do next to support their future development.
- The information staff use to monitor children's learning and progress is still new. As a result, leaders are not yet making sure that all groups of children, such as boys and girls, achieve as well as each other across all areas of learning.

What the setting needs to do to improve further

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

- make better use of assessment information to make sure children's next steps in learning are consistently planned for so that they make outstanding levels of progress
- develop the new tracking system to make sure all groups of children are achieving well and any gaps in learning are closing quickly.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector discussed the pre-school's safeguarding policies with the staff and talked about how they keep children safe and manage their behaviour.
- The inspector looked at how staff planned for children's learning and monitored the progress they make.
- The inspector carried out a joint observation with the pre-school manager to evaluate the quality of teaching.
- The inspector sampled a range of records, including children's learning journeys, staff training certificates, staff suitability checks, records of safeguarding concerns and the pre-school's self-evaluation plan.
- The inspector talked to the chairperson of the management committee to discuss how improvements are made to the pre-school and how it is organised.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The pre-school manager and members of the management committee have worked hard to address the weaknesses identified at the last inspection. They have sought external help and become more confident in reviewing their own practice to make the necessary improvements. Accurate self-evaluation means the manager knows what is working well and what is a priority to improve. The manager closely monitors the quality of teaching and supports less experienced staff in carrying out assessments and planning for children's learning. Recent investment in the pre-school has enhanced the learning environment for children. Safeguarding is effective. Staff have updated their training on child protection and fully understand their responsibilities in keeping children safe. Links with other professionals and settings are developing well.

Quality of teaching, learning and assessment is good

Teaching is good because staff respond positively to what children are doing and what they are interested in. Staff play alongside children and effectively support their learning through good quality questioning and by encouraging children to think things through. This helps children become confident in their learning and they are keen to ask questions and find out how things work. For example, one child was particularly interested in the hose pipe, so the staff member spent a good amount of time showing the child how the hose works, where the water comes out and how the tap turns the water on and off. Staff skilfully support children's learning through their play. For example, during a fun and lively game of 'What's the time Mr Wolf?' the staff member helped children to practise their counting skills. The game was so popular it started with a few children and quickly became a large group.

Personal development, behaviour and welfare are good

Children develop good levels of confidence and independence. Staff help all children, including the youngest ones, to manage things by themselves and celebrate their achievements. Children's ideas are respected by staff. For example, one child asked if the children could make purple playdough, and staff immediately responded to this and provided the relevant resources. Children develop a strong sense of belonging within the pre-school. Careful consideration is given towards making sure all children feel valued. For example, they know their precious toys and items they bring from home are valued when they store them in the 'special baskets' staff provide. A well planned curriculum means children develop a good understanding of celebrating differences and valuing diversity. For example, at registration, children greet each other in different languages. Children's behaviour is good and they clearly understand the pre-school's simple 'rules'. Relevant procedures are in place to help children manage the transfer from pre-school to school.

Outcomes for children are good

Children develop very positive attitudes towards learning. They listen well, communicate confidently and concentrate for sustained periods. Well planned activities help children develop other important skills, such as understanding how to cross roads safely.

Setting details

Unique reference number	133727
Local authority	Oxfordshire
Inspection number	1036761
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	49
Name of registered person	North Drive Pre-School Committee
Registered person unique reference number	RP518077
Date of previous inspection	18 September 2015
Telephone number	01235 767083

North Drive Pre-School registered in 1998 and operates from self-contained premises within the grounds of Grove Church of England Primary School, in Grove, Oxfordshire. The pre-school is open during term-time only, Monday to Friday, from 8.30am to 11.30am, and from 12.30pm to 3.00pm. Children are also able to stay for lunch club. The pre-school receives funding to provide free early education for children aged two, three and four years. A team of five staff work with the children. The pre-school manager is qualified to degree level.

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