

Peach Tree Pre-School

Inspection report for early years provision

Unique reference number 133624
Inspection date 03/03/2009
Inspector Alan Jarvis

Setting address The Old School House, Hornton CP School, Church Lane,
Hornton, Banbury, Oxfordshire, OX15 6BZ
Telephone number 01295 678550
Email
Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Peach Tree Pre-School is a voluntary sector setting managed by a committee of parents and carers. It operates jointly with Hornton County Primary School within a Partnership Foundation Unit. It opened in 1991 and serves the rural communities around Hornton in Oxfordshire. The pre-school operates from one room within the village primary school and there is good access to an outdoor play area. The building has wide doorways with flat and ramped access. There are currently 29 children on roll of whom 18 are in receipt of nursery education funding. A maximum of 13 children between the ages two to under five may attend at any one time. The youngest children generally attend for two sessions per week but five sessions are offered to the older children in the year before they start full time education.

The setting is registered on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register.

The pre-school is open five days a week during school term time in the morning from 09:15–11:45 and in the afternoon from 12:45–15:15. Children can stop for an optional lunch club. The pre-school employs five members of staff of whom three hold relevant qualifications, and one member of staff is working towards a relevant level 2 qualification. The manager is working towards an Early Years Foundation Degree.

Overall effectiveness of the early years provision

Overall the quality of provision is outstanding. A very effective key person system works extremely well so that all children, regardless of their circumstances, are made to feel safe, valued and understood. This is also highly effective in encouraging children to find things out for themselves through a very wide range of individually tailored activities. The very good capacity to improve is reflected in the sustained track record of enhancing provision and the focused actions now being taken to strive for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- linking with other settings who have a more diverse cultural intake so that children can experience at first hand people who lead different lives from their own

The leadership and management of the early years provision

The welfare and learning requirements of the Early Years Foundation Stage have been very effectively implemented. A high quality action plan correctly identifies where future action needs to be targeted and pinpoints longer term strategic developments. All staff, parents and children contribute to this process as do discussions from external consultants. Practice is evaluated on a daily basis and a very close eye is kept on how initiatives, such as the much improved outdoor area and home-school books, have a beneficial impact on children's progress.

Each child receives excellent support from their key person who helps them feel safe and secure and champions their learning and individual needs. A lot of time is spent observing individual children, understanding what makes them tick and ensuring they are very well integrated. Very good planning ensures each child is helped to achieve as much as they can by giving them close support and activities which are tailored to their different learning styles and interests.

Staff are very familiar with the pre-school's high quality policies and procedures which results in very well-managed sessions. Children are extremely safe because staff keep an ever watchful eye. All staff have appropriate background checks. Very good risk assessments are in place to minimise the chance of harm. As a matter of course the children are encouraged to make decisions with their key worker about how to carry out their activities safely.

Very good links are developing with the Reception class in the primary school. An excellent partnership with parents has also been sustained. Parents receive very good information through regular high quality newsletters, daily contact with staff and an informative notice board. They appreciate the twice yearly parents' evenings where attendance is high. The very strong partnership is cemented by very detailed and helpful reviews parents receive on their child's achievements which also pinpoint 'next steps for learning'. Many parents readily use these to boost their children's learning at home. As one wrote in the feedback sheet, 'I need to sit down with my daughter and help her write down numbers correctly'. Outside agencies are used very well should any child need additional support.

The quality and standards of the early years provision

There are several reasons why children make rapid gains in their learning. Most importantly there is a very successful focus on learning through play, children are encouraged to make decisions and take risks and helped to learn in ways which suit each individual child. Resources are carefully selected to capitalise on the interests of different children which adds greatly to their enjoyment. For example, toy diggers and scoops have recently been purchased to help one boy learn through imaginative role play whilst number hoops have helped another develop their counting skills. Learning is often led by the children themselves and no reasonable limits are set on what they might explore. This empowers them and results in them setting themselves a very brisk pace to learning because they are so interested in what they do. Staff continually monitor and track their key child's

progress, development and interests using informal and formal observations. These are used very well to plan individual children's next steps in learning and so that all children make rapid progress across all areas of learning.

Children play very well together both inside and in the much improved outside area. Levels of behaviour are very good. There is a constant buzz to learning and always something new to explore. At the start of the day the children burst in with energy and immediately jump into their learning. They often initiate their own play such as for example, in dressing up and designing a birthday cake, making their own music outside and moving imaginatively holding ribbons.

The children enjoy listening to stories about people from different parts of the world. This learning has been complemented by them dressing up in a range of cultural costumes and eating foods they do not normally eat. Divali and the Chinese New Year are celebrated in addition to Christian festivals such as Christmas and Easter. However, given the context of the setting there are limited opportunities for the children to mix freely with children from other faiths or backgrounds or who might have a disability.

Adults successfully help children to develop good habits and encourage them to be inquisitive and independent learners. Healthy food and drinks are offered in the 'snack bar' and children are encouraged to serve themselves thus promoting healthy choices and self esteem. Staff talk openly about personal hygiene and talk through the routines they use themselves such as washing their hands before eating food or after going to the toilet. As a result children understand the importance of personal hygiene and follow routines as a matter of course. The children readily make friends and are keen for visitors to share in their learning. The encouragement they are given to think of ways they can help and comfort each other means that they support each other very well in their learning.

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

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.