

# Middle Barton Pre-School

29 Church Lane, Middle Barton, Chipping Norton, Oxfordshire, OX7 7BX



<b>Inspection date</b>	24 January 2018
Previous inspection date	9 October 2014

<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

- The manager provides all staff with the opportunity to discuss training needs, individual key children and any concerns or worries. This, and regular observations of staff practice, ensures teaching has a positive impact on children's learning. Staff use skills learned through training well to improve the way they track the progress groups of children make. Outcomes for children are good.
- The manager includes the views of the committee, staff, parents and their children in the evaluation of the provision. This helps to ensure that there is a strong focus on continuous improvement on an ongoing basis. Partnerships with parents are good.
- All staff develop children's emotional attachments very well. They are warm, caring and focus on children's immediate needs. This, and meaningful praise, helps to promote children's self-esteem. Children behave well and demonstrate a high regard for others.
- Children thoroughly enjoy having regular visitors to the provision. For example, the art teacher encourages children to explore and mix primary colours of paint. He encourages children to investigate the concepts of light and dark in their art creations.

### It is not yet outstanding because:

- Staff do not work closely enough with all providers who share the care and learning of the children to ensure consistency.
- Staff do not always seek the highest possible level of detail from every parent about what their children already know and can do, prior to the time of entry, to help with planning from the outset.

## What the setting needs to do to improve further

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

- increase information sharing with all other providers so that continuity in children's care and learning is at the highest possible level
- encourage parents even further to share information about what their children already know and can do so that this comprehensive information can be used to inform planning from the start.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff keep their child protection training updated. They are able to recognise the possible signs of abuse and neglect and know whom to contact should they have any concerns about a child in their care. Staff undertake risk assessments of all areas of the nursery prior to children's arrival each morning. They monitor these areas and supervise children closely throughout the day. This helps to keep children safe. The manager works closely with the staff to monitor children's progress and the educational programmes. This helps to make sure that all children are progressing well across all areas of learning. Staff work well with Reception teachers, thereby fostering older children's smooth transition into school.

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

Staff follow children's lead and support them well with their chosen activities. For example, they use a range of questioning techniques that encourages children to think and solve their own problems. Staff make good use of children's exploration and investigation to encourage their language and communication skills. They ask children what they are making during glue and stick activities. Children use their imagination as they confidently describe their own creations. Staff working with younger children use a running commentary and extend children's vocabulary as they join in their play. Staff working with the older children encourage them to try and try again during their activities. This helps children to have a go at something new and develop a can-do attitude to learning. Children have fun as they explore the computer programs with their friends. They are keen to take turns as they find out about shapes, position and numbers. Staff encourage children to explore the natural world. For example, children mix concoctions and extend their imagination as they investigate at the mud kitchen.

### Personal development, behaviour and welfare are good

Staff talk with children about foods that are healthy or not so healthy for us to eat. They provide children with fruit for snack times. Children take manageable risks in their play as they use a range of equipment to develop their physical skills. For example, they enjoy climbing up the frame and coming down the slide. They access the outdoors as they wish throughout the session. This helps children to become increasingly aware of the importance of developing a healthy lifestyle.

### Outcomes for children are good

All children, including those who have special educational needs (SEN) and/or disabilities, make good progress. They demonstrate independence as they choose what they want to play with from the broad range of resources and activities around them. Younger children enjoy drawing pictures to take home to their families. Older children begin to recognise and write their own names. All children enjoy singing and listen well during story time. They sit with their friends and chat about their favourite characters in the books. Children develop a good range of skills they need for their move on to school.

## Setting details

<b>Unique reference number</b>	133492
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070252
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Middle Barton Pre-School
<b>Registered person unique reference number</b>	RP518076
<b>Date of previous inspection</b>	9 October 2014
<b>Telephone number</b>	01869 347968

Middle Barton Pre-School registered in 1993. It operates from Middle Barton Primary School, Chipping Norton, Oxfordshire and is managed by a voluntary committee. The pre-school employs six members of childcare staff. Of these, one holds qualified teacher status and five hold appropriate early years qualifications at level 3. The pre-school opens from 9am until 3pm on Monday to Thursday and from 9am until midday on Friday, during term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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