

# Peachcroft Pre-School

Inspection report for early years provision

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133406

**Inspection date**

07/03/2011

**Inspector**

Susan May

**Setting address**

Lindsay Drive, Abingdon, Oxfordshire, OX14 2RT

**Telephone number**

01235 555808

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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 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.

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## Description of the setting

Peachcroft Pre-School has been registered since 1983. It operates from one large room in the Peachcroft Community Centre in Abingdon, Oxfordshire. The children have access to a secure enclosed outdoor play area. A maximum of twenty-six children aged two to five years may attend at any one time. The pre-school is open Monday to Friday from 8.45am to 2.45pm . The pre-school is open term time only.

There are currently 51 children on roll . Of these, 45 children receive early education nursery funding. Children attend from the local community and surrounding areas. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school is run by a committee who employ an administrator and 9 members of staff who work directly with the children. Of these 8 hold appropriate early years qualifications to NVQ level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as staff recognise and accommodate the uniqueness of every child. Secure, trusting relationships are established that help children develop confidence, so they behave well and develop a sense of belonging within the setting. Children play in the child friendly environment with good access to a range of toys and resources indoors and most areas of learning supported outdoors. The pre-school has good links with other childcare practitioners and continues to build on the good communication links with parents, written and verbal information about children's development shared on a regular basis with developmental records available at parents request. Policies and procedures are reviewed regularly and adhered to rigorously. The manager and staff demonstrate commitment to improving practice. To ensure standards of care and learning are maintained and enhanced, the setting self evaluates its practices to identify future development and aims of the setting and how best to implement them.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the developmental records to ensure they are clear in showing children's progress and are easily accessible to parents
- promote all six areas of learning outdoors to provide opportunities for all children to extend learning

## **The effectiveness of leadership and management of the early years provision**

Children play in a warm and welcoming environment developing a sense of belonging as they and their families are valued and respected and the uniqueness of each child is recognised. Staff have a good understanding of safeguarding children with policies and procedures clearly understood, all staff have the appropriate clearances, visitors procedures are in place and any person not suitably vetted is never left unsupervised with the children. All required policies and procedures are in place, reviewed regularly and shared with parents. To keep children safe risk assessments are in place and staff carry out checks on the premises and garden each morning and complete ongoing visual checks throughout the day. Comprehensive risk assessments for outings ensure that all possible hazards when off the premises are identified and risks minimized. Staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure all children receive good levels of individual care and attention.

The manager has successfully evaluated the provision with input from staff and feedback from parents, demonstrating commitment to driving improvement through clearly outlining future progress and aims. For example, all recommendations from the last inspection have been completed and changes implemented such as further training in order to raise standards to support children's welfare and learning. Staff appraisals helps ensure that the needs of the pre-school and staff's training needs are met. Local Authority training is regularly completed by staff, and some in-house training is undertaken. Parents express confidence in staff and highly praise the care and learning experiences the children receive, they feel very well informed about pre-school practice as they have access to a notice board and receive information about the setting from a variety of sources, such as e-mail, newsletters and daily verbal exchanges. Systems to share relevant information with other early year's settings children may attend are in place, and robust links with other childcare practitioners and health professionals help ensure that all children receive opportunities to reach their full potential according to their needs.

## **The quality and standards of the early years provision and outcomes for children**

Staff are focused on helping children make good progress through a commitment to improving outcomes for children, The planning for children is flexible as the children's key person's know the children well and respond to their interests and individual needs. There are good systems in place for observation and assessment that with information supplied from parents form the basis for identifying children's next steps. These are used to highlight each child's next steps during planning; ensuring children are provided with activities and opportunities that will enable

them to successfully move their learning forward. Parents are actively involved in all aspects of their child's development, with regular parents meetings held to share progress both verbally and with information taken from the development records, however, while developmental records may be viewed if parents request them they are not organised to easily demonstrate how progress is monitored. Staff actively seek ways to provide a stimulating environment. For example, they have identified that by introducing free flow play and extending activities and resources outdoors children will have further opportunities to progress their learning. However, while they offer a wide range of activities indoors that promote learning effectively, outdoors has not been utilized as comprehensively to provide as many learning opportunities across the six areas of learning for children who prefer to play outside.

Children develop secure relationships with staff and each other, as they invite adults into their games and play alongside each other well. Children sit attentively when required, such as at circle time, and show thought for each other as they put on coats and boots taking care not to push each other. Children's independence is encouraged as they choose what they wish to play with, select their drinks when they are thirsty, help cut up fruit and cheese for snack and use the bathroom independently following good hygiene practices. Children have opportunities to mark make as they use pens, paper, chalks and paints to practice their emerging writing skills. Children's enjoyment of books is fostered as they choose from a wide range of books and sit in the reading area to look at them. Children begin to recognise that the written word has meaning as there is clear labeling around the pre-school, while phonic games, help children to sound out the initial of their and others names. Staff help develop children's language skills as they ask open-ended questions and repeat words and sentences back to children to help them develop their vocabulary and thought processes. Children develop their mathematical understanding as they access a very good range of resources and talk about number, colour, and size and use sand timers in everyday play as they monitor the length of time on the scooters outdoors. Children begin to make sense of the world around them as they enjoy role-play and have access to everyday technology such as telephones and a computer. Children play with malleable materials, puzzles and use tools such as knives to cut their fruit at snack time to promote control and coordination. A further range of equipment outdoors allows them to ride, scoot and climb to develop their physical skills. Children begin to learn to keep themselves safe as they recognize the consequences of their actions such as running indoors. Examples of children's work throughout the provision demonstrate the opportunities children have to use a range of media to explore their imagination and creativity.

Inclusion is threaded through all of the settings practices as toys and resources promote positive images and posters are displayed in several languages. A range of festivals and events that are important to the children and their families are celebrated. Children for whom English is an additional language are helped to communicate as staff find out some key words in the home language, use sign, and gesture to help children participate in the pre-school day. Children find out about the natural world as have the opportunity to grow plants in the garden, look at minibeasts using bug posters to identify what they find. Children begin to find out about the local community as they visit local schools and go on trips within the

local community. Staff are knowledgeable about the Early Learning Goals and steps towards them, demonstrating that they have a clear understanding that children learn through play and of the importance in providing a positive environment to help children progress.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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