

Allsorts Preschool

Brightwell Primary School, Greenmere, Brightwell-cum-Sotwell, OX10 0QH



Inspection date

5 June 2017

Previous inspection date

20 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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

- Leaders support staff well to improve the quality of teaching. For example, following training, staff have enhanced their understanding of how to provide enjoyable and interesting activities to support children's good mathematical learning.
- Children behave well and demonstrate empathy and consideration for the feelings of others. For example, staff help children to understand how to take turns.
- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school.
- Leaders and staff work effectively as a team. Self-evaluation promotes targeted improvements that bring about effective change and improve learning outcomes for children. This has been particularly evident in the garden, which has been successfully improved since the last inspection.

It is not yet outstanding because:

- Although children are not at risk, Ofsted has not been provided with the required information to complete suitability checks on all committee members.
- Staff do not consistently plan a range of opportunities to encourage children's understanding of everyday technology, in order to extend their growing understanding of the modern world.
- While leaders assess the achievements of individual children, they do not accurately identify the progress made by specific groups of children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ provide Ofsted with the required information to check the suitability of members of the committee.	23/06/2017

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

- strengthen opportunities for children to explore ways of using information and communication technology, in order to extend their learning about the world they live in
- build on current systems for monitoring children's development to track the progress made by specific groups of children, in order to identify where interventions can be more accurately targeted and raise levels of achievement further.

Inspection activities

- The inspector observed activities in the main base room and outside space.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including children's learning, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff fully understand child protection issues and safeguarding procedures. For instance, they keep their knowledge up to date through training. Staff are very clear about their responsibilities, and this supports children's safety and welfare. The manager monitors staff performance effectively through appraisals and supervision meetings. Overall, there are thorough recruitment and induction procedures to ensure that staff are suitable for their roles and have a clear understanding of their responsibilities. However, the provider has failed to inform Ofsted of changes to new committee members. Despite this, they do not have direct contact with the children and have Disclosure and Barring Service checks. Staff work closely with parents and other professionals involved in children's care and learning in order to meet children's needs.

Quality of teaching, learning and assessment is good

Overall, staff regularly observe, monitor and assess children's individual progress and plan for the next steps in their learning. Staff have a good understanding of how children learn. They use their understanding of children's individual achievements to provide stimulating play activities that enhance learning. Staff encourage children to be imaginative in their play. For example, children are excited to hide in a tent, cook over a toy stove and pretend to be camping. Staff help children to develop good listening and understanding skills, including engaging them in enjoyable games. For instance, children listen carefully to instructions to find different two-dimensional shapes.

Personal development, behaviour and welfare are good

Children are emotionally secure and develop good attachments with their key person. Staff teach children about healthy lifestyles. For example, they provide healthy snacks and encourage children to follow good hygiene practices. Outdoor learning experiences engage and interest children while they get lots of fresh air. They learn new skills, such as balancing, climbing, observing nature and keeping safe. Children gain a good knowledge and understanding of their community. They visit many local places of interest and develop a positive awareness of similarities and differences between themselves and others.

Outcomes for children are good

Children develop good skills to support them in their future learning and the move to school. They are confident, independent and eager to complete tasks for themselves. Children develop good mathematical skills. For example, they recognise shape names and are eager to count. Children develop good early literacy skills, such as recognising the sounds letters make. They have many opportunities to practise their early writing skills. Older children show an interest in making marks and handling various tools in their play.

Setting details

Unique reference number	133712
Local authority	Oxfordshire
Inspection number	1089480
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	31
Name of registered person	Allsorts Pre-School Committee
Registered person unique reference number	RP904627
Date of previous inspection	20 May 2015
Telephone number	01491 826387

Allsorts Preschool registered in 1992 and serves the village of Brightwell-cum-Sotwell, in Oxfordshire. Pre-school sessions are during term time only from 8.45am until 2.45pm Monday to Thursday, and from 8.45am to 12.45pm on Fridays. A holiday club also runs for the first two weeks of the summer holidays from 8.45am to 2.45pm. The pre-school receives funding for the provision of free early education for three- and four-year-old children. There are nine members of staff, five of whom hold appropriate early years qualifications at level 3.

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