

Red Dragon Pre-School

c/o St Blaise School, Milton Heights, Abingdon, Oxfordshire, OX14 4DR



Inspection date	11 January 2018
Previous inspection date	11 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 setting is well led and teamwork among the staff is strong. All members of staff strive to ensure that children do as well as they can. Staff expertise and skills are used well to benefit children's learning. The supervisor effectively reviews practice and takes positive action to bring about improvements.
- All groups of children, including the most able and those in need of support, make good progress from their starting points. Children are well prepared for their next stages in learning and for school.
- Staff use assessments successfully to monitor progress and build on children's capability and interests. Children are provided with an interesting range of challenging indoor and outdoor activities.
- Staff have created a positive and welcoming learning environment. Children are motivated to learn. They gain in confidence and independence. Children relate well to others and their good behaviour supports their learning well.

It is not yet outstanding because:

- Children's outcomes in mathematics are not as high as in other areas of learning. Staff sometimes miss opportunities to extend their mathematical vocabulary and their measuring and problem-solving skills.
- Staff have not explored a full range of ways to help parents to support their children's learning even further.

What the setting needs to do to improve further

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

- extend learning opportunities in mathematics, including measuring and problem solving, to improve children's outcomes in this area of learning
- strengthen partnerships with parents to help them support their children's learning further.

Inspection activities

- The inspector observed children's learning in a range of indoor and outdoor activities.
- The inspector completed a joint observation with the setting's supervisor.
- The inspector held discussions with the supervisor, all key persons and the chair of the committee.
- The inspector looked at children's assessment records, planning documentation, evidence of staff qualifications and the self-evaluation form.
- The inspector held informal discussions with parents and took account of their views.

Inspector

Derek Watts

Inspection findings

Effectiveness of the leadership and management is good

The supervisor and staff have high expectations of children's learning and how they should behave. Staff are well qualified and continually update their knowledge and skills to keep abreast of early years requirements. For example, they attend courses, research online and share their experiences with colleagues. Safeguarding is effective. Staff are well deployed and there are good adult-to-child ratios. All staff keep up to date with safeguarding requirements. They supervise children effectively and follow rigorous safety procedures to help ensure children are safe. Staff routinely review how to recognise children at risk and how to respond to concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff tailor support and learning activities well to suit the needs of different children. They give good attention to developing children's language skills. Activities successfully engage and challenge the children. Adults provide clear demonstrations, explanations and instruction to help children learn. Children have good opportunities to explore and learn independently. Three- and four-year-old children made good progress in designing and making a hobby horse. They designed the head for their horse. They chose different materials to make the shaft. They applied cutting and joining skills well. Adults use questioning well to challenge children and check they have understood new learning.

Personal development, behaviour and welfare are good

The supervisor and staff have established strong relationships with the children. Staff know the children very well and effectively support their learning and personal development. Adults are good role models for children. For example, they demonstrate good manners and praise children for their positive qualities. Children successfully learn to show consideration, kindness and respect towards others. Older children support the younger ones well. Children share and take turns while learning and playing. They enjoy fresh air, physical exercise and healthy snacks and meals.

Outcomes for children are good

Children develop their communication and language skills well. For example, they willingly engage in conversation about their learning with their key person and talk confidently about members of their family. They choose their favourite books from the book area. Older children acquire and apply computer skills. For example, they apply a range of tools and different colours to create computer drawings. Children handle a range of apparatus and implements with increasing coordination and control. For example, they mash food to feed the baby doll in the home area and choose different utensils and ingredients to mix potions outside.

Setting details

Unique reference number	EY472811
Local authority	Oxfordshire
Inspection number	1069960
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	24
Name of registered person	Red Dragon Pre-School
Registered person unique reference number	RP908411
Date of previous inspection	11 June 2014
Telephone number	07554194601

Red Dragon Pre-School is situated within St Blaise Church of England Primary School, Milton Heights, Abingdon, Oxfordshire. It was established in 1995 and registered in 2013. The pre-school is an independent, volunteer led Charitable Incorporated Organisation, working closely with the main school. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school opens 38 weeks per year, on a term-time basis, from 8.45am to 11.45am every morning and from midday to 3pm on Monday, Tuesday and Thursday afternoons only. The setting can take up to 18 children per session. There are four staff permanently employed to work directly with the children. Two staff hold a degree in early years, one has a recognised early years qualification at level 3, and a trainee is working towards a level 3 qualification.

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