

Mortimer Hall

Mortimer Hall, Oxford Road, Oxford OX3 0PH



Inspection date	30 October 2018
Previous inspection date	19 February 2018

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

The provision is good

- The manager supports staff well to deliver good-quality care and education. Staff welcome the focused feedback on their performance and the opportunities to attend training to develop their teaching skills still further.
- Children enjoy taking part in a wide range of interesting learning activities that staff plan. They approach their learning calmly and purposefully. They make good progress from their starting points.
- Staff know each child well and tailor their teaching to their individual needs. They are especially effective in supporting children's personal, emotional and communication skills.
- Staff are very effective in supporting parents to build further on children's progress at home. For example, they provide parents with the words to songs that they will be singing and make suggestions for further activities that families can enjoy together.
- Staff are very caring and kind. They offer lots of cuddles and reassurance to children new to the setting. There are very warm attachments between children and staff.

It is not yet outstanding because:

- Although staff supervise children closely outdoors, they miss some opportunities to support and challenge children to extend their thinking and learning further.
- There are limited opportunities for children to use resources that extend their growing understanding of the safe and worthwhile use of technology.

What the setting needs to do to improve further

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

- focus more closely on supporting children's progress outdoors to ensure that those children who prefer to learn outdoors are challenged consistently to extend their learning and develop new skills
- improve opportunities for children to learn how to use technology safely and purposefully.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at documentation, including children's records, staff qualifications and the provider's policies.
- The inspector talked to staff about their understanding of safeguarding, first aid and health and safety.
- The inspector spoke with parents and children and took account of their views.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff have a secure understanding of their role in safeguarding children and know what to do if they have concerns to protect a child's welfare. The manager has worked effectively with other professionals to make the necessary improvements since the last inspection. For example, staff now plan activities so that they focus more on the individual needs of each child. The manager has established systems for monitoring the progress of children more thoroughly to identify any gaps in learning. She makes accurate evaluations as to the quality of the provision to identify and make further improvements. For example, staff are currently improving the outdoor learning environment.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of each child's learning. They are effective in helping children to learn. For example, children enjoy playing with dough and staff build well on this interest by incorporating counting and comparing into the activity to extend children's mathematical understanding. Staff regularly read with children, and provide children with props and resources that enable them to re-enact the story to further build on this learning independently. Children and staff work together to make pretend meals, discussing what they need and laying the table in preparation.

Personal development, behaviour and welfare are good

Children are independent and enthusiastic learners. They enjoy making their own choices about what to do and when to do it. For example, staff organise the day so that children can stop for a drink and a snack at a time of their own choosing. Children confidently find plates and cups and then tidy away afterwards. When they choose to go outside, they find and put on their own coats. They behave well and enjoy playing cooperatively. Staff plan well to meet children's physical needs. For example, they provide activities indoors and out that encourage children to develop their coordination and stamina.

Outcomes for children are good

Children develop a broad set of skills in preparation for their future learning and starting school. They learn to share and take turns. They develop their speaking and listening skills well. Older children make good progress with their literacy development. For example, they learn to recognise and write familiar words, such as their names. All children learn to be tolerant and respectful of the similarities and differences between themselves and others. For example, they find out about the food, clothes and customs associated with each other's cultures.

Setting details

Unique reference number	EY496790
Local authority	Oxfordshire
Inspection number	10080415
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	23
Name of registered person	Mortimer Hall Pre-School CIO
Registered person unique reference number	RP535090
Date of previous inspection	19 February 2018
Telephone number	01865 604208

Mortimer Hall registered in 2015. It operates from the local village hall in Old Marston, close to the centre of Oxford. The pre-school is open from 9am to 3pm from Monday to Friday, term time only. There are eight staff working directly with the children. Of these, six hold appropriate early years qualifications. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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