

Inspection of Leafield Pre-School

Pre-School Room, New Village Hall, Lower End, Leafield, Witney OX29 9QJ

Inspection date: 28 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe, happy and making progress. They enjoy being at pre-school and approach their play and learning enthusiastically. They are developing a good understanding of how to manage their emotions and consider the needs of others. For example, older children who have been attending for some time understand that some younger children are still learning to share and take turns. They take this into account when playing with these children and are kind and patient.

Children cooperate well with routines. They understand what is expected of them. They happily help to tidy up and line up quickly, ready to go outside. They find floor cushions before singing and story times and set these out in a circle. This understanding of 'what happens when' helps add to the orderly and calm atmosphere. This means that valuable learning time is not lost.

Children benefit from a curriculum that is broad and interesting. There is a strong focus on developing personal, social and communication skills. They take part in a range of well-planned activities that promote these aspects of their development effectively. Children make friends, talk confidently and develop good levels of independence.

What does the early years setting do well and what does it need to do better?

- The manager and deputy form a very effective leadership team. They are good role models for other staff. They lead by example and deliver consistently high standards of teaching. Staff feel valued and appreciated.
- Leaders and the manager act with integrity. They carefully consider how best to use any additional funding to best effect. They make all children feel equally welcome. They work effectively with other professionals to meet the needs of children who need extra support to meet their full potential.
- Staff sequence children's learning well. Children show they are remembering what has been taught. For example, they can join in with a range of songs and stories. Staff make good use of opportunities to teach children about numbers and counting. Children then use this understanding in their own play. However, staff have not fully considered how to introduce the safe use of technology into the curriculum to enhance children's learning further.
- Children form warm attachments with the kind and caring staff. Staff know children well and take time to talk with them about their families and interests. Children are confident to ask for help when needed and equally confident to try and do things for themselves.
- Children enjoy their learning. They are excited to go outside and use the large equipment to develop their physical skills. They look forward to snack times and story times. They move confidently around the pre-school, exploring the

resources and enjoying their play.

- Staff deliver a targeted programme of learning, in preparation for children starting school. They help children understand and look forward to this next phase in their education. They teach children a range of practical skills, such as how to manage their own toileting and change their clothes. They also teach children to recognise their names and distinguish different sounds, in preparation for more formal phonics teaching at school.
- Overall, the quality of teaching is good. All staff are confident and skilled in delivering structured learning experiences, such as story times. Some staff are less confident about joining in children's self-chosen play to help extend children's learning further.
- Staff help children to enjoy the benefits of a healthy lifestyle. They ensure children get plenty of fresh air and exercise. They identify children who are more anxious about trying new foods and gradually introduce them to new fruits and vegetables. These children learn to enjoy these new tastes.
- Those with oversight have good systems in place to monitor the quality and sustainability of the pre-school. They hold regular meetings and have professional and close working relationships with the manager. This has a positive impact on maintaining high-quality provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They undertake regular training to keep their knowledge up to date. They are able to recognise the signs of potential abuse or neglect. They know how to share any concerns in order to protect children. They have a good understanding of wider safeguarding issues, such as the potential dangers to children of being exposed to extreme or radical views. Leaders follow thorough recruitment procedures when recruiting new staff. They carry out effective checks to ensure those they employ to work with children are suitable to do so. Staff supervise children closely and ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- build staff's skills and confidence to enable them support children's spontaneous play and learning more effectively
- develop children's understanding and use of how to use technology purposefully and safely.

Setting details

Unique reference number	EY562197
Local authority	Oxfordshire
Inspection number	10194414
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	26
Name of registered person	Leafield Pre-School CIO
Registered person unique reference number	RP562196
Telephone number	01993 878 667
Date of previous inspection	Not applicable

Information about this early years setting

Leafield Pre-School re-registered in 2018 and is situated in Leafield, near Witney, Oxfordshire. It is open from 9am to 3pm, Monday to Friday, term time only. The provider employs five members of staff, four of whom hold childcare qualifications at level 2 or level 3. The provider is in receipt of funding to provide free early education for children aged two, three and four.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector held meetings with the manager and the provider and looked at relevant documentation.

We carried out this inspection 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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