

Inspection of Southmoor Pre-School

Laurel Drive, Southmoor, Abingdon, Oxfordshire OX13 5DJ

Inspection date: 13 July 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 thoroughly enjoy going to pre-school. They have a clear understanding of what is expected of them and behave very well. Younger children confidently talk about the 'golden rules'. Older children understand the benefits of cooperating with routines. For example, they know that the quicker they line up to wash their hands, the sooner they can sit down to enjoy a story. Children show kindness and concern towards each other. For example, older children are very welcoming to younger children who are visiting their classroom. They show them around and help them to settle in.

Children benefit from a curriculum that is well planned and designed to meet their needs. They show a very positive attitude to learning. For example, when children find insects outside they bring them to adults and ask lots of questions. They want to learn more about these bugs. Children listen carefully and then enjoy telling their peers all about what they have just learned.

Children are developing a keen interest in books and stories. They look forward to the frequent times when staff read to them. Children excitedly gather on the floor, ready to listen. At other times, children tell stories to each other. They hold the books so that their peers can see, pointing at pictures and explaining what they can see.

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

- The manager leads her team extremely well. She ensures that staff have a clear understanding of the priorities for children's learning. She offers very effective support to ensure that staff have the skills and knowledge to deliver good-quality teaching.
- The manager monitors children's progress closely and adapts the curriculum to their changing needs. For example, in response to the impact of the COVID-19 (coronavirus) pandemic, there has been an even stronger focus on children's personal and social development and their communication skills.
- There has been a very positive impact from the focus staff give to supporting children's speaking and listening skills. For example, children use a wide vocabulary. They ask lots of questions and listen carefully to the answers. During some activities, such as group times, it is the more-confident children who are more often chosen to answer questions. This limits the opportunities for quieter, less-confident children to share their knowledge and opinions.
- Staff very effectively help children to understand and talk about their emotions. For example, staff read stories to children in which characters try and express how they are feeling. Children then use this language to talk about how they are feeling themselves.

- Many learning experiences leave a lasting impression on children. Children talk excitedly about things they have done at pre-school, such as hatching chicks from eggs. They remember lots of what they learned, such as how to care for the chicks and how the chicks changed over time.
- Staff carefully sequence children's learning. For example, staff use a range of different scissors when teaching children how to cut accurately and safely. Staff observe children and assess when each child is ready to move to the next step in this process. Over the year, staff gradually increase the amount of time they expect children to sit and focus in groups. By the time children leave for school, they can engage and listen very well at these times.
- The manager and staff plan a very effective programme of mathematics. Children show they are gaining a secure understanding of numbers, shapes and quantities. Younger children can accurately identify and name shapes, confidently match numbers and carefully count items.
- Staff are very inclusive and make all children feel welcome. They ensure that books and resources reflect different family make-ups and backgrounds. However, they have not fully considered others ways to help children learn about diversity. For example, they do not plan a wide range of experiences that help children learn about cultures and beliefs beyond their own.
- Children enjoy plenty of fresh air and exercise. They make good use of climbing equipment and wheeled toys to develop their physical skills. They grow in confidence to use large equipment. Older children say they 'can't wait' to use the 'big slide' when they start school.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff keep their safeguarding knowledge updated. Staff have a thorough understanding of how to identify the signs that a child may be at risk of harm or neglect. They know how to share any concerns to safeguard children. There are robust recruitment procedures in place to ensure the suitability of those employed to work with children. The premises are safe and secure. Staff supervise children closely and teach them how to stay safe. For example, staff teach children about online safety.

What does the setting need to do to improve?

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

- encourage less-confident children to answers questions and share their ideas to further enhance their learning and self-esteem
- develop children's understanding of diversity and the similarities and differences between themselves and others.

Setting details

Unique reference number	EY561478
Local authority	Oxfordshire
Inspection number	10190656
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	48
Number of children on roll	49
Name of registered person	Southmoor Pre-School CIO
Registered person unique reference number	RP561477
Telephone number	01865821505
Date of previous inspection	Not applicable

Information about this early years setting

Southmoor Pre-School re-registered in 2018. The pre-school is situated near Abingdon, Oxon. It is open from 8.45am to 2.45pm, Monday to Friday, during term time only. There are 14 members of staff, of whom 10 hold childcare qualifications at level 3. The provider is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and the manager explained the pre-school's curriculum.
- Parents and children shared their views and the inspector took these into account.
- The inspector and the manager carried out a joint observation and evaluated the quality of teaching and the impact on children's learning.
- The inspector held a meeting with the manager 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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