

# Inspection of Kiddylinguistics Preschool With Culham After School Club

Europa School Uk Site, Thame Lane, Culham, Abingdon, Oxfordshire OX14 3DZ

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Inspection date: 21 September 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show they are very happy to be at pre-school. Children new to the setting, settle very well and quickly learn about the routines of the day. This helps them to confidently join in with all that is on offer, to support their learning. Children appreciate the cuddles and reassurance that staff give, such as when minor accidents occur. There is a calm, orderly, yet fun atmosphere. Children behave very well. They listen to staff and respond promptly to any instructions. Children play cooperatively and happily together.

Children benefit from a curriculum planned by staff who want all children to achieve their best. There is a strong, and successful, emphasis on developing children's communication skills, in English and other languages. Children have lots of opportunities to hear new words and phrases. They confidently join in with activities to support this aspect of their development. For example, they enjoy listening to and singing songs in their home, and other languages. Children show a real love of books. They often choose to spend time with staff in the cosy 'story corner' and listen to and discuss favourite stories.

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

- The provider and manager are a very effective team. They regularly review what they do and how they could improve further. This has a positive impact on learning opportunities for children. For example, children are now introduced to a wider range of non-fiction books and poems to enhance the literacy curriculum further.
- The manager provides staff with effective training and support that helps them confidently help children to acquire good language skills. As a result, staff successfully thread this aspect of teaching through the whole curriculum. By the time children leave for school, they understand and use a wide vocabulary in English. They are also very confident to have a go at communicating in other languages too.
- Staff are very inclusive in their approach. They quickly identify children who need extra help to access the curriculum. Staff then focus effectively on helping these children to join in, have fun and learn.
- Overall, staff sequence children's learning well. Staff understand that it is important for children to remember, long-term, what they have been taught. Staff know this means revisiting learning over time. For example, they focus on key books for several weeks. Children listen to these stories, told in different ways and read in different languages. They have a deep understanding of the story and characters.
- Children swiftly develop a wide range of independence skills. They learn to hang up their coats, change their shoes and manage their own personal hygiene.

Children show they feel proud that they can do these things for themselves. The kind and encouraging staff remain nearby, ready to offer help if needed. The warm attachments between children and staff are clear to see.

- Children learn to be respectful of, and interested in, the differences between themselves and others. The different cultures and experiences of children are fully embraced by staff. Children hear different languages spoken and learn about a wide range of cultures and celebration days. This helps them gain a very positive view of the diverse world in which they live.
- The manager and staff identify the mathematical skills children would most benefit from learning next. However, staff do not make best use of activities and their interactions with children to deliver this aspect of the curriculum. Children have fewer opportunities to develop their mathematical understanding than some other areas of learning.
- Staff do not always clearly identify what they want children to learn from some adult-led activities. They focus more on the 'end result', rather than the learning that can come from taking part.
- Staff understand the importance of physical and energetic play to children's good health. Staff ensure children have daily opportunities to play on large equipment and run about energetically.
- Staff share a wealth of useful information with parents about children's learning at pre-school. Parents are very appreciative of this. They find it very useful to know the songs, stories and vocabulary children are learning at pre-school, so they can support this at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider and staff understand their responsibilities to keep children safe. The manager discusses safeguarding with staff regularly and takes effective steps to ensure staff's safeguarding knowledge remains updated. Staff have a thorough and accurate understanding of the signs that a child may be at risk of harm or neglect. Staff know how to share these concerns to help keep children safe. The provider follows thorough recruitment procedures that help ensure the suitability of those she employs to work with children. 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:**

- support staff to deliver the mathematics curriculum more effectively, to further support children's understanding of numbers, counting and mathematical concepts
- identify clear learning intentions for adult-led activities, to enable staff to focus

teaching more sharply on extending children's learning.

## Setting details

<b>Unique reference number</b>	2510435
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10194488
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Culham After School Club Ltd
<b>Registered person unique reference number</b>	2510434
<b>Telephone number</b>	01235 524060
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddylinguistics Preschool With Culham After School Club registered in 2018. It is situated on the site of the Europa School, Culham, Oxfordshire. The pre-school is open from 8.30am to 3.10pm, Monday to Friday, term time only. There is also before and after school provision for children who attend the host school. The provider is in receipt of funding to provide free early education to children aged three and four years. The provider employs 16 members of staff. 10 members of staff hold relevant qualifications between level 2 and level 6.

## 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 the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk and discussed how the curriculum is organised.
- The manager and the provider carried out a joint observation and discussed the quality of teaching and learning they observed.
- Parents shared their views and the inspector took these into account.
- The inspector held a meeting with the provider and 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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