

Inspection of Castle Pre-School (Banbury)

Broughton And North Newington Sports Club, North Newington Road, Banbury
OX15 6AA

Inspection date:

8 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from staff. Overall, children show they are happy to be at pre-school and are pleased to see their friends. They are able to choose from the wide range of toys and resources available and show initial enthusiasm for doing so. For example, children are excited to see toy cars set out on mats. However, this excitement is not sustained and, over time, children begin to lose interest and their behaviour deteriorates. Staff are not ambitious enough for children. They focus on children feeling settled and content, and do not give enough consideration to how to design an exciting and stimulating curriculum as well. This means that aspects of children's progress cannot be attributed to their experiences at pre-school.

However, children are learning well how to be independent in meeting many of their own needs. They confidently pour drinks and serve toast with tongs. They happily take part in parachute games and work together to hold the material tight and bounce leaves into the air. They are developing a range of physical skills, as they move around on wheeled toys and balance on climbing equipment. Children with special educational needs and/or disabilities receive extra support from staff to help them access and enjoy the experiences on offer at pre-school.

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

- The manager's and staff's focus for children's learning is too narrow. For example, the main focus is on helping children enjoy pre-school, make friends and develop some independence. Beyond that, staff are not clear about what they want children to learn or why. They do grasp some spontaneous opportunities to extend learning. However, too much of children's time is spent in play that is not building well on their existing skills and knowledge.
- Staff do not sequence children's learning well. Staff plan some activities with specific learning in mind, such as to recognise shapes or numbers. However, they do not then consistently support this learning further as children play. This means that children are not getting enough support to consolidate what they may have learned.
- Children engage best in their learning when outside. For example, children develop their coordination and build muscles as they dig and push wheelbarrows. Staff encourage children to count and sort plastic fish in the water tray, to gain knowledge of numbers and counting.
- Children have regular opportunities to listen to stories and sing songs. Most children look forward to these times. Older children enthusiastically ask questions and offer comments. However, staff do not help younger children to concentrate at these times and these children become distracted. This hinders the learning for children and leads to staff needing to focus on managing

behaviour.

- The manager gives staff regular feedback on their performance, such as the importance of letting children make choices about what resources to use. However, this is not yet effective in ensuring teaching is of a consistently high standard. For example, staff sometimes ask questions that are hard for children to understand and answer.
- Committee members understand their role and have a broad overview of the pre-school. However, the manager is not receiving the targeted support she needs to develop her skills in reviewing and improving the provision.
- Parents appreciate the staff and are pleased with how happy their children are at the pre-school. They are especially appreciative of the support and care shown to them and their children by the manager during the COVID-19 pandemic. For example, the manager set up remote story times and asked regularly after their well-being.
- The manager has created a happy working environment. Staff enjoy their work. The atmosphere is homely and very welcoming for families.
- Staff are unfailingly calm and kind when supporting children's behaviour. They supervise children closely and intervene quickly when needed. That said, they do not clearly explain behavioural expectations to best help children learn to manage their own behaviour.
- Children are learning well about the benefits of following a healthy lifestyle. They enjoy playing in the fresh air and exploring the climbing equipment inside. They enjoy healthy snacks and meals. Staff have begun to teach children about the importance of regular teeth cleaning.
- Staff find out about children's likes and interests before they start. This helps them make children feel welcome. However, they do not always find out about children's cultural or religious backgrounds. This hinders staff's abilities to help children learn about their own and other's cultures and beliefs.

Safeguarding

The arrangements for safeguarding are effective.

Staff understands the signs of potential abuse and neglect. They know how to respond to any concerns, to keep children safe. The manager takes effective steps to ensure all staff's safeguarding knowledge is updated regularly. Staff show a good understanding of wider safeguarding issues, such as the dangers to children of being exposed to radical or extreme ideologies. Members of the committee follow robust recruitment procedures to ensure the suitability of those employed to work with children. Staff make regular checks on the premises to ensure they remain safe and secure. Children are closely supervised at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and deliver an effective curriculum that clearly identifies what children need to learn next, building on their existing skills and knowledge, to broaden and deepen what children know and can do	03/01/2022
provide the manager and staff with the guidance and support they need to improve their understanding of an effective curriculum, and the overall quality of their interactions with children	03/01/2022
provide children with clear guidance about acceptable behaviour to help children focus well on their learning.	03/01/2022

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

- improve opportunities for children to learn about their own and other people's cultures, to strengthen their sense of belonging and understanding of diversity.

Setting details

Unique reference number	EY482723
Local authority	Oxfordshire
Inspection number	10210766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Castle Pre-School (Banbury) CIO
Registered person unique reference number	RP534082
Telephone number	07963 046219
Date of previous inspection	11 November 2016

Information about this early years setting

Castle Pre-School (Banbury) re-registered in 2014. It is situated in North Newington, Oxfordshire. The pre-school is open between 8.45am and 3.30pm, Monday to Thursday and 8.45am to 1pm on Friday. The provider is in receipt of funding to provide free early education to children aged two, three and four years. There are five members of staff, of whom four hold relevant childcare qualifications at level 2 or level 3.

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 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 shared their views and the inspector took these into account.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021