

# Inspection of Ewelme Village Preschool

The Street, Ewelme, WALLINGFORD, Oxfordshire OX10 6HQ

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Inspection date:

26 January 2022

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## **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

Outstanding

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

### The provision requires improvement

The quality of teaching is variable. Staff are confident to plan a range of experiences that children will enjoy. For example, children manipulate dough with a range of tools, create pictures in the craft area and scoop sand in the sand tray. However, staff are less confident about how to use these interests to extend children's understanding and knowledge through their teaching. The curriculum is not sufficiently ambitious or well planned to ensure children engage consistently in high-quality learning.

Children who learn better outdoors are not offered outdoor or physical play opportunities on a regular enough basis. Children do not access fresh air daily. However, children do have some opportunities to be physically active, as they climb and negotiate larger soft play equipment in the hall.

Children show kindness to each other and staff praise children for this. Overall, children's behaviour is good. There are times when children come together to sing, talk, count and recite letters. However, at these times, not all children engage well. Sometimes, younger children become distracted during group activities when the learning is not fully tailored to their needs. For example, when older most-able children are asked to recite numbers or recognise familiar letters, younger children were less able to take part, as staff did not adapt the learning to help them join in.

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

- The provider and the manager have not clearly identified the breach in requirements. Children do not have outdoor physical play experiences on a daily basis.
- Children with special educational needs and/or disabilities are identified effectively. The manager and special educational needs coordinator make referrals to ensure these children and their families receive support from external agencies.
- Staff share information with other settings children also attend. This ensures there is a consistent approach to children's care.
- Most children are familiar with the routines of the pre-school. They learn to develop early hygiene habits, such as blowing their nose, disposing of the tissue and sanitising their hands. They know they need to wash their hands before mealtimes. Children learn social etiquette as staff model and remind children to say please and thank you. Staff are kind and praise children regularly. This helps children to develop their self-confidence.
- The manager has not clearly identified the weaknesses in the quality of the curriculum and teaching. Staff do not plan a curriculum that focuses precisely enough on helping children work towards their next steps in learning.

Additionally, staff do not always present information clearly in a sequence that helps children make links with what they already know, so that children can build on prior learning. Although staff use children's interests, and the 'theme of the month', as a basis for the activities they provide. At times, activities lack a clear intention. For example, staff capture children's love for a popular story and the characters. However, despite staff's good intentions, the aim of the activity is not well thought out or sequenced to prior learning.

- Parents' views of the pre-school are highly complimentary. They praise the hard work of the manager and her staff. Parents comment how the staff supported them extremely well through the COVID-19 pandemic, providing activities and ideas to support children's learning at home.
- The provider and the manager have not clearly identified the weaknesses in the quality of the curriculum and teaching. The manager recognises that it would be beneficial to observe staff practice more closely. Although staff have regular opportunities to discuss their performance, they do not receive enough clear guidance to help them develop their teaching skills further. However, staff do enjoy working at the pre-school. They find the manager approachable and supportive.
- Children enjoy sitting with their key person and friends at snack time. They choose from a selection of healthy fruit the children bring to pre-school and share daily. Children are learning to become independent. For example, they learn to pour their milk or water from jugs at snack time.

## Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff understand their responsibilities to keep children safe. They undertake regular training. The manager discusses safeguarding with staff at meetings and supervisions, and keeps staff updated about wider safeguarding issues. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share these concerns and understand the importance of doing so promptly. Staff complete daily checks and risk assessments that help to provide children with a safe environment.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure children are given opportunities to take part in outdoor play on a daily basis	14/02/2022

plan and deliver an ambitious curriculum, which focuses more precisely on what children need to know and learn next	14/04/2022
implement effective staff supervision, to enable coaching, support and guidance for staff, to focus on raising the quality of the curriculum and teaching to a good level.	14/04/2022

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

- consider more fully the needs of the youngest children when planning activities and resources.

## Setting details

<b>Unique reference number</b>	134493
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10105290
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Ewelme Village Pre-School Committee
<b>Registered person unique reference number</b>	RP902074
<b>Telephone number</b>	01491 835413
<b>Date of previous inspection</b>	7 January 2015

## Information about this early years setting

Ewelme Village Preschool is a committee run provision that registered in 1970. It operates from the village hall in Ewelme, near Benson, in Oxfordshire. It operates during term time only and is open Monday to Thursdays from 9.15am until 2.45pm and Fridays from 9.15am until 12.15pm. There are three staff who work with the children and all hold a recognised childcare qualification.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The manager and inspector completed a joint evaluation of an activity.
- Discussions were had with the provider, manager, staff and children at appropriate times throughout the inspection.

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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