

# Inspection of Kings Sutton Pre-School Playgroup

The Annexe, Kings Sutton Primary School, Richmond Street, BANBURY, Oxfordshire  
OX17 3RT

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Inspection date: 21 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children thrive at this inspirational setting created by dedicated staff. Their welfare and happiness are at the heart of everything staff do. Children of all ages develop close friendships and are particularly caring towards each other. They cannot wait to greet staff with a smile as they arrive and enjoy sharing a cuddle throughout the day. Staff pair new children with a friend to help them learn what behaviour is expected from them from their very first day. Children use good manners consistently without being prompted and show complete respect for the environment. When they hear the tidy up music, they instantly know to put things back where they came from and join staff ready for the next part of the day. Children independently fetch their own sand timers to help them negotiate and share resources fairly with their friends.

Children become deeply engrossed in carefully planned learning moments that staff extend throughout the day. While picking strawberries they have helped to grow in the garden, staff suggest that children place one in the bug house. Children are in awe as this brings out a huge spider and excitedly run and fetch their friends to see it. They confidently share their thoughts and giggle as the spider moves saying, 'It's looking me right in the eyes' and, 'It's a black widow!'. Children listen intently to staff. They follow instructions to take a picture of the spider ready to check later what type it is. Children are careful and understand why to avoid the spider's web. They learn a breadth of new vocabulary and use it while explaining to other children that their discovery was 'camouflaged'. Children radiate independence, especially during their imaginative play. They move chairs and pretend to be on an aeroplane, holding conversations about the weather. When they arrive on 'holiday', they select dressing up outfits and dress themselves ready for the beach.

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

- Staff have an exceptional understanding of how to support children's care and development. They work together as a close-knit team to monitor children's learning. Staff continually identify any gaps and put strategies in place that help children to develop. They share this information with parents and carers promptly so they can further support children's progress at home.
- Staff support all children to make rapid progress in all areas of development. They ensure children, regardless of their starting abilities, are fully ready for school. Staff demonstrate particular dedication and compassion when supporting children with special educational needs and/or disabilities. They carefully adapt the curriculum to ensure that every child can access the high-quality learning opportunities.
- Staff plan exhilarating learning opportunities that keep children highly engaged.

They use children's interests to discreetly teach them new skills and knowledge. Staff help children to create a dinosaur world from resources in the garden that they continue to play with throughout the day. Children laugh and imitate staff as they shout 'wake up dinosaur' and practise different animal sounds. Staff explain the herb they are using is 'mint' and discuss with children why the dinosaur might like the taste. The children fetch a tennis bat and want to make it into a 'dinosaur land' sign. Staff support them to hold the chalk correctly to make marks on their sign, encouraging them to think about how much money they would charge people to visit the land.

- Staff focus on communication and language in all aspects of their interactions. They hold vibrant conversations with children and give them enough time to think and respond. Staff plan focused small- and large-group sessions to develop children's social skills and confidence when talking to one another. After reading a story about a hungry caterpillar, staff help the children to vote for their favourite food to eat and explain their reasons. Children happily announce, 'I like pickle best' and, 'Me too, but only in a burger'. Children who cannot communicate using words are supported to choose and use visual prompts.
- Staff help children to be proud of themselves and celebrate their achievements. They praise children for trying things for themselves. Children enjoy a high five from staff for washing their hands, choosing fruit, pouring a drink and putting their rubbish in the bin without needing any reminders.
- The setting is exceptionally well led. The manager is passionate about supporting staff well-being and developing the well-established team. She considers children's needs when planning training for all staff. The manager works alongside staff daily and explains that giving instant feedback keeps the high-quality teaching consistent.
- Parents cannot praise staff enough for going above and beyond to support their children's development. They explain that staff are supportive of the entire family, and say the setting is 'the best thing that happened' to them. Parents say the care staff provide for their children is nothing but 'outstanding'.

## Safeguarding

The arrangements for safeguarding are effective.

Close attention is given by all staff to the safety of children. Risk assessments are thorough, and staff are vigilant when checking the environment is a safe space for children to play. Staff are aware of local safeguarding concerns and keep their knowledge and training up to date. They know the children extremely well and are aware of all the signs and symptoms that may indicate a child is at risk of harm. Staff are strategic on how they monitor children for any concerns to ensure they do not miss even the smallest detail. All staff have a deep understanding of safeguarding legislation and frameworks and how to apply this knowledge in their day-to-day practice. They know when and who to report any concerns to. The manager ensures the ongoing suitability of all staff, including those not working directly with children.

## Setting details

<b>Unique reference number</b>	220294
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10138646
<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>	29
<b>Name of registered person</b>	Kings Sutton Playgroup Committee
<b>Registered person unique reference number</b>	RP521974
<b>Telephone number</b>	01295 816006
<b>Date of previous inspection</b>	17 May 2016

## Information about this early years setting

Kings Sutton Pre-School Playgroup registered in 1992 and is located in Banbury, Oxfordshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday from 7.45am until 3.20pm during term time. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the setting.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff and the manager regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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