

Inspection of Shiplake Village Nursery

Shiplake Memorial Hall, Memorial Avenue, Shiplake Cross, HENLEY-ON-THAMES,
Oxfordshire RG9 4DW

Inspection date:

14 June 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at nursery. They respond well to the friendly greetings from staff. Most children confidently say goodbye to parents and carers at the door. Staff have successfully focused on this aspect of children's social and emotional development, following the COVID-19 pandemic. As a result, children are now very confident to be at nursery and show they are more than ready for other learning. Staff have also identified that the national lockdowns have had an impact on some children's communication and language development. However, staff are less effective at supporting this aspect of some children's learning. Some children do not receive the consistently high-quality interactions they need to best support this area of development.

Overall, children behave typically for their age. Children cooperate well with routines. For example, they know what to do in preparation for snack or going outside. Staff put out resources to cover the different areas of learning. However, some groups of children do not find the resources and activities very appealing. Staff do not always provide these children with the support they need to use resources purposefully. As a result, some children spend more time than is beneficial moving between resources and activities with little purpose.

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

- There is some clearly defined learning intent for older children. For example, staff identify the mathematical and literacy skills they want to teach children before they start school. The curriculum for younger children is less ambitious. Staff have not considered fully the capabilities of younger children to develop new skills alongside making friends and settling well into nursery life.
- The support for children's communication development is mixed. Older, more confident children, who are drawn to some activities, have more opportunities to take part in conversations with staff. However, children, including younger children, who do not find some resources appealing, have fewer opportunities to hear staff modelling useful language. On the day of the inspection, staff did not consistently join in younger children's play to support this, and other aspects, of children's learning.
- Older children are learning a range of skills that help them prepare for the move to school. They learn to sit and listen to stories. They learn to put their hand up before answering questions. They receive accurate teaching about letters and the sounds they represent.
- Leaders acknowledge that younger children often do not settle for long at resources and activities. They consider this to be age-appropriate. They have not considered how changes to staff deployment and activities could more effectively support these children to develop further their play skills.

- Children show levels of independence suitable for their age. Older children manage their own toileting and handwashing. Younger children learn to butter toast. All children demonstrate polite table manners.
- Staff are very kind and calm. Children show that they feel safe and secure in their care. There are warm attachments between children and staff. This is demonstrated by the comfort children new to the setting gain from the reassuring cuddles and soothing words staff offer. This effective practice is having a positive impact on children's well-being and sense of security.
- Leaders observe staff's practice and provide staff with regular opportunities for confidential discussions. However, these systems are not focused enough on improving staff's knowledge of child development or improving their teaching skills. This leads to some gaps in some staff's knowledge going unrecognised. This in turn, has an impact on staff's ability to best support children's learning. This is most evident in staff's understanding and practice in regard to younger children.
- Parents recognise the effective support their children have received to settle and enjoy nursery. They report that their children are more confident since starting. Parents praise the staff for their approachability and kindness.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and other staff understand their responsibility to keep children safe. They attend regular training to keep their safeguarding knowledge up to date. They know how to recognise and respond to any concerns about a child's well-being or safety. Staff talk confidently about what they would do if their concerns were not being taken seriously and demonstrate they would prioritise children's welfare. Recruitment procedures and checks are robust and are used effectively to ensure those employed to work with children are suitable to do so. Staff supervise children closely and ensure the premises are safe and secure.

What does the setting need to do to improve?

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

	Due date
develop and deliver a curriculum that is suitably challenging for all children, including younger children	01/09/2022

improve the support for children's communication and language development, to help children develop their speaking and listening skills more effectively	01/09/2022
focus staff's support on ensuring they have the skills and knowledge to deliver a highly effective curriculum.	01/09/2022

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

- review the learning environment to ensure resources and activities are more appealing to children and support children's focus on learning well.

Setting details

Unique reference number	2537188
Local authority	Oxfordshire
Inspection number	10239181
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	16
Number of children on roll	23
Name of registered person	Governors Of Shiplake Ce Primary School
Registered person unique reference number	2537187
Telephone number	01189402024
Date of previous inspection	Not applicable

Information about this early years setting

Shiplake Village Nursery operates from the Village Hall in Shiplake, Oxfordshire. The nursery operates from 9am to 3pm on Monday to Thursday and from 9am to 1pm on Friday, term time only. The provider employs five members of staff, four of whom hold relevant qualifications between level 3 and level 6. The provider is in receipt of funding to provide free early education to children aged 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 the 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 together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- Parents and children shared their views and the inspector took these into account.
- The inspector held a meeting with the manager and representatives of the provider to find out about the management and leadership of the setting.

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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