

Inspection of Chacombe Preschool Group

Chacombe C of E Aided School, 37 Thorpe Road, Chacombe, Banbury, Oxfordshire
OX17 2JA

Inspection date: 14 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children rush into the setting when they arrive. They greet staff with smiles and cuddles. Children are invited to bring in their favourite toys to help them settle. This helps children to feel safe and secure. Staff ask children to bring in photos of their family members and pets, which they place on the 'family tree' display. If children become unsettled or unsure during the day, staff invite them to look at the photos to reassure them.

Children are supported by staff to manage their feelings and emotions. They tell staff they have seen news on the television about Queen Elizabeth II's death. Staff sensitively follow children's emerging thoughts and feelings about this event. Children recall their memories with staff of celebrating the Queen's Platinum Jubilee and having a tea party. Staff support children to recognise their different feelings and talk about feeling sad. Children spend time looking at photos and books of the Queen in the setting's reflection area.

Children's behaviour is good. They share well with their friends. For example, children work together to thread shapes. They decide one of them should hold the string still, while the other threads the beads. Children scoop up rice which has fallen onto the floor. They take responsibility for their learning environment.

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

- Staff plan to broaden the experiences children have at home. They help children to find out about people who may be similar or different to themselves. For example, children have opportunities to dress up in a range of traditional costumes from different cultures. This helps children to find out about the world around them.
- Staff are passionate about continually improving the setting. After a recent refurbishment, staff have thoughtfully planned the learning environment. Neutral colours have been used, which staff have found have a calming impact on children. Staff regularly reflect on the opportunities they offer children.
- Staff skilfully find out about children's starting points. They complete regular observations to find out what children already know, and plan how they can build on their knowledge. Staff swiftly intervene if children need additional support to ensure children continue to make progress. They make prompt referrals to outside agencies if required, such as speech and language support.
- Children are becoming confident communicators. Staff introduce new words as they interact with children when they play. They describe the sand and water mixture children have made as 'squelchy' and 'squidgy'. Later, children begin to use these words independently in their play. Staff repeat words back to children, to help them to develop the correct pronunciation of words.

- Staff interact with children throughout the day. Mostly, they give children time to respond when they ask them questions. For example, staff ask children if they know what kind of bird a feather they have found is from. Children excitedly respond with, 'It's from a pigeon.' However, on some occasions, staff do not fully promote discussion with children to extend their learning even further.
- Children sustain their interest in activities for long periods of time. They work together to move guttering pieces to run cars down. Sometimes, staff step in too quickly to tell children what to do when problems occur. For example, when children try to fit toy cars into a trailer, staff step in and put the cars inside for them. Children do not always have time to develop their problem-solving skills independently.
- Parents are very positive about the care the setting provides. They feel that communication is a strength of the setting. Parents receive a detailed handover everyday so they know what activities their children have taken part in. They know how they can support their children's learning at home. Staff find out about the approaches parents are taking to tasks, such as toilet training at home. They follow the same methods so there is a consistent approach for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children when they use technology. They make sure children only have access to age-appropriate websites. Staff talk to children about telling them if they see something that makes them feel worried. This helps children to stay safe when they use technology. Staff have a secure knowledge of the signs and symptoms of abuse. They know who to report their concerns to. Staff receive regular safeguarding training to ensure their knowledge is kept up to date. Robust recruitment procedures are in place to check the suitability of staff. Staff demonstrate a good understanding of how to respond when children have minor accidents at the setting.

What does the setting need to do to improve?

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

- promote further discussion when interacting with children to extend their learning further
- allow children more time to explore independently and develop their problem-solving skills.

Setting details

Unique reference number	EY306923
Local authority	West Northamptonshire
Inspection number	10138526
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	10
Name of registered person	Chacombe Pre-school Limited
Registered person unique reference number	RP525537
Telephone number	01295 710835
Date of previous inspection	23 June 2015

Information about this early years setting

The Chacombe Preschool Group registered in 2005. It is located in Chacombe, Banbury, Northamptonshire. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am, with optional lunchtime sessions from 11.45am to 12.15pm. Afternoon sessions run from 12.15pm to 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.

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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