

Inspection of Blewbury Pre-School

Blewbury Pre-School, Church Road, Blewbury OX11 9PY

Inspection date: 1 November 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are safe and happy. Most arrive keen to start their day. They find the resources on offer interesting and quickly settle to productive play. Staff fully understand that for children to be ready to learn they need to be fully settled. With this in mind, staff adapt settling-in processes to meet the individual needs of children. Children who adjust quickly to the new routine of attending pre-school are encouraged to say a quick goodbye to family and start their day. Children who find the change a little harder can spend as much time as they need exploring their new surroundings with family members. This approach shows that staff really care about children's well-being.

Children behave well. Staff recognise that many children had fewer opportunities to socialise, due to COVID-19 national lockdowns. In response, staff offer lots of gentle and clear support as children learn the skills of sharing and playing cooperatively.

Children benefit from a curriculum that is well planned and designed to give them the skills and knowledge they need for future learning. Staff understand how important it is for children to know lots of words and have the confidence to use them. They plan well, so that children learn and understand new words. For example, staff teach children the words 'splodge' and 'splatter' as they use paint. They introduce new words to children as they learn about the festival of Diwali. The strong focus on developing children's vocabulary helps ensure they are able to share their ideas and talk confidently to each other.

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

- Children show they are developing a real love of books and stories. They excitedly gather on the floor to listen to stories, read in animated voices by staff. Staff encourage children to borrow books to take home to share with their family.
- Children with special educational needs and/or disabilities receive very effective support. Staff closely monitor progress, and are rightly delighted about how well these children do. There is lots of support for parents to navigate the pathways to getting the specialist help their children may need.
- Staff know what they want children to learn about numbers, shapes and measurements. They know that for children to be able to solve mathematical problems for themselves they need a deep and secure understanding of these. Staff make good use of resources to teach children how to count accurately and use mathematical language in their play.
- Parents speak very highly of the staff. They describe the setting as having a 'family feel'. Staff establish effective partnerships with parents and use these

well to support children's development. Parents welcome the advice that is offered to help children achieve developmental milestones, such as when the time comes to begin toilet training.

- Children are safe. Staff supervise them closely at all times. However, staff have not considered fully how to incorporate the appropriate and safe use of technology into children's learning, in order to further enhance children's understanding of personal safety.
- Staff are highly effective at building children's self-esteem. They offer lots of smiles and praise. Children beam with pride as staff praise them for putting on their own coats or completing a puzzle. The positive and encouraging atmosphere leads to children who are learning the benefits of trying hard and having a go. These skills will be very useful for later learning.
- Staff are highly successful at making children feel valued. Staff plan very carefully, so that children's cultural backgrounds and families are reflected in the resources, displays and activities on offer. Children see pictures of themselves and their families. They get to experience the food, clothes, dances and festivals from their own cultures and those of their friends. This helps ensure children gain an accurate representation, and positive view, of the diverse world in which they live.
- The staff team is very well established. The manager leads by example, working as a key person and being fully involved in the day-to-day life of the pre-school. However, this does mean she has fewer opportunities to stand back to observe staff practice. This impacts on her ability to focus support and staff's professional development on what will best help them raise the quality of their existing good practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes effective steps to ensure staff have the knowledge and confidence they need to keep children safe. Staff attend regular safeguarding training. They can talk confidently about the signs that may indicate a child is at risk of harm. They know how to share any concerns, including how to escalate concerns beyond the leadership team if the need arose. Staff understand the risks to children of being in an unsafe environment, such as one where there is a risk from domestic violence. Staff ensure the premises are safe and secure. They take effective steps to identify and minimise risks. Leaders understand the importance of recruiting safely and carrying out the necessary checks to ensure the suitability of those employed to work with children.

What does the setting need to do to improve?

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

- support the manager to monitor staff practice more closely, so that feedback can be more tailored to helping each staff member build further on their existing good skills
- develop children's understanding of how to use technology purposefully and safely.

Setting details

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| Unique reference number | 2592636 |
| Local authority | Oxfordshire |
| Inspection number | 10251291 |
| 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 | 24 |
| Number of children on roll | 21 |
| Name of registered person | Blewbury Preschool |
| Registered person unique reference number | 2592634 |
| Telephone number | 01235851786 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Blewbury Pre-School re-registered in 2020. It is situated in Blewbury, Oxfordshire and offers care 9am to 2pm, Monday to Friday, term time only. There are four members of staff, of whom three hold qualifications at level 3 or level 4. The provider is in receipt of funding to provide free early education to children aged two, 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 her evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- Parents shared their views and the inspector took these into account.
- The inspector talked to the manager and a representative of the provider to find out about the management of the provision.

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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