

Inspection of Badgemore Preschool

Badgemore Cp School, Hop Gardens, HENLEY-ON-THAMES, Oxfordshire RG9 2HL

Inspection date: 29 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at pre-school. They are greeted with warm smiles by the welcoming staff. Most children separate confidently from their parents or carers. The few children who are a little unsure are given extra support and cuddles. This is effective in building these children's confidence to say goodbye and enter pre-school happily.

Children behave typically for their age. They understand the simple rules in place to keep them safe. They listen well to staff, cooperating with routines, such as tidy-up times, and gathering together for stories or singing. Staff recognise that since the COVID-19 pandemic some children need a little more support as they learn to share and take turns. This support is offered calmly and consistently by the patient staff.

Staff want all children to achieve well. Since the last inspection, staff have broadened what they teach children, while continuing with the aspects of teaching that were already strengths. For example, children continue to show they are developing a real love of stories and singing. The 'book corner' is extremely popular. Children sit alone, or with friends, to look at and discuss favourite stories. Staff prioritise reading and singing with children, both during planned group times and whenever children show an interest to do so. The well-considered curriculum for language and literacy has a positive impact on children's developing speaking and listening skills and prepares them well for future learning. This includes ensuring they have the skills they need for more formal learning at school about letters and the sounds they represent.

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

- Since the last inspection, there have been significant improvements in the quality of the provision. The current manager has led her team extremely well to improve the delivery of the curriculum and review risk assessments. Children are happy, learning lots and safe.
- Children who may need a little extra support are accurately identified. Staff work as a whole team to offer the extra help these children may need. The manager works with parents to seek additional support from other professionals. These children receive very effective support to join in, enjoy their play and learn new skills.
- Staff accurately monitor children's progress. They put a lot of thought into the progress checks they share with parents, when children are aged between two and three years. Staff work with parents to identify any missing gaps in children's knowledge that are preventing them from fully mastering new skills. For example, staff share with parents the specific things to practise with children

to enable them to be fully independent in their toileting.

- Staff are extremely inclusive in their approach. They find imaginative ways to teach children about their own and other cultures. For example, staff planned a programme of pretend trips around the world, where children learned about the different languages, food and dances their friends experience at home. Children talk confidently about the things they found out about. This illustrates the effectiveness of this approach and helps children build a positive view of the diverse world in which they live.
- Staff plan an appropriate mix of child-initiated play and more focused learning experiences. Sometimes during the latter, staff lose focus in their interactions. This means that while children are encouraged to practise different skills, they are not fully supported to practise the skills that were the main reason for the activity in the first place.
- Children show high levels of well-being. They go about their day with a lot of enthusiasm. Staff are extremely good role models. Their positivity and good cheer rub off on children. This, alongside their effective teaching, means that children really enjoy their learning.
- Children have plenty of opportunities to be physically active. They are encouraged to play energetically outside. Inside, staff plan well, so children can build muscle control in readiness for later writing. This good practice has a positive impact on children's good health and overall physical development.
- Staff speak very positively about the changes the manager has made. They report they feel much more included in decision-making. They explain how this means they understand better what they are being asked to do and why. This leads to a team who are confidently and competently planning and delivering a curriculum that is meeting the needs of the children well. The manager has made a good start in monitoring staff practice more closely. However, systems are not yet embedded fully to ensure training and feedback for staff are precisely matched to their individual strengths and skills to improve further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and provider follow robust measures to ensure the suitability of those they employ to work with children. The manager prioritises safeguarding training when staff first join. She puts in place extra support, when needed, to ensure all staff can confidently recognise and respond to signs that could indicate a child is at risk of harm. Staff are effectively deployed to ensure all children are closely supervised at all times, including when eating.

What does the setting need to do to improve?

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

- focus teaching more precisely on the main planned learning intentions during some adult-led activities
- support the manager to evaluate the effectiveness of the delivery of the curriculum, to clearly identify the support staff need to build further on their existing good teaching skills.

Setting details

Unique reference number	2535282
Local authority	Oxfordshire
Inspection number	10218252
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	MNS Kids Limited
Registered person unique reference number	RP534087
Telephone number	07779785287
Date of previous inspection	7 December 2021

Information about this early years setting

Badgemore Preschool registered in May 2019. It operates from within Badgemore School in Henley-on-Thames, Berkshire. The pre-school is open each weekday from 7.30am to 6pm for 45 weeks of the year. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs five staff, of whom three hold relevant childcare qualifications.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their 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 held meetings with the manager and provider to find out about the leadership and management 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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