

Inspection of Culham Village Nursery and Preschool

Culham Parochial Primary School, High Street, Culham, Abingdon OX14 4NB

Inspection date:

5 December 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children and babies are happy and safe. They benefit from the consistent routines and care provided for them by the qualified and experienced staff. Children show strong attachments to their key workers, who plan well for their individual needs.

Children confidently explore the different areas available to them and have a wide range of activities and resources to choose from. Staff encourage them to make their own choices and to be independent. Children enjoy sensory activities. For example, they explore fake snow, and staff encourage them to think about how it looks and feels. Children develop good physical skills by exploring the large outdoor area and using the climbing equipment, helping to develop strength and coordination. They enjoy extra activities, such as forest-school sessions and taking part in cooking classes.

Staff recognise the impact of the COVID-19 pandemic and how this has affected children's social skills and communication. They plan activities to help children's development in these areas, and have small-group time to focus on recognising and dealing with emotions.

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

- Staff enjoy working at the nursery and feel valued and appreciated. Managers are ambitious for staff and encourage ongoing training. Staff work well as a team. Children make good progress and are interested in learning about new topics.
- Children listen to staff and follow their clear instructions. Staff are good role models, encouraging children to use manners, be polite and to talk about how they feel.
- Staff encourage children's independence. For example, children are encouraged to self-serve at lunchtime and to feed themselves from a young age. Low-level equipment and resources build children's confidence to make their own choices.
- Children enjoy small-group time with members of staff. For example, they sit on the carpet and discuss emotions, such as feeling scared. This is linked to a story that they read together. They take turns to share what they are scared of. This encourages them to think about their different emotions and to build on communication skills by listening to their friends.
- Children benefit from taking part in forest-school sessions. Staff plan and organise activities to give the children new experiences. For example, children use rope swings and build fires. Children enjoy the opportunities to explore and learn.
- Overall, staff support and plan for children who speak English as an additional language and children with special educational needs and/or disabilities well.

They work together with parents to find out information about the children. However, arrangements to promote the communication and language of these children are not fully effective. Staff have not explored methods to enhance communication while children are developing their spoken English.

- The staff promote healthy eating by providing children with healthy snacks and freshly cooked meals at lunchtime. During mealtimes, staff discuss vegetables and why they are good for you. This is developed further by children having the opportunity to take part in 'cooking club'.
- Parents praise the staff for their caring nature, which helps children to settle quickly when first starting. However, some parents feel that they would like more detailed information about their child's daily activities and development to help support their child's learning at home.
- Staff are good role models. They are patient and caring towards children and babies. Children seek out their key person for comfort and reassurance.
- Managers work well with other professionals and agencies. This ensures that children and their families receive the support and help that they need quickly.
- Staff use opportunities throughout the day to encourage children's mathematical skills. For example, during a forest-school session, children were encouraged to count along with staff when attempting to light a fire. Staff recognise when children have an interest in an area of learning, such as mathematics, and plan activities to support this.

Safeguarding

The arrangements for safeguarding are effective.

Managers make sure that staff's safeguarding and first-aid training are kept up to date. Staff have a secure knowledge of the signs and symptoms of the different types of abuse. Managers and staff have a strong understanding of the procedures to follow when concerns are identified and the agencies to report these to. Staff carry out regular risk assessments to identify potential hazards, meaning that any risks are identified and dealt with quickly.

What does the setting need to do to improve?

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

- support staff to expand their knowledge and skills in supporting children who speak English as an additional language or with special educational needs and/or disabilities
- strengthen communication with parents to provide more regular information regarding their children's learning and development.

Setting details

Unique reference number	2618070
Local authority	Oxfordshire
Inspection number	10265710
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	71
Number of children on roll	89
Name of registered person	Berridge, Nigel
Registered person unique reference number	RP516028
Telephone number	01865408128
Date of previous inspection	Not applicable

Information about this early years setting

Culham Village Nursery and Preschool registered in 2020. The setting is situated in Culham, a small village in Abingdon, Oxford. It is open from Monday to Friday, 7.30am to 6pm, all year round. The nursery employs 28 members of staff. One member of staff has early years professional status, one has qualified teacher status, and one holds a qualification at level 4. Of the remaining staff, nine hold a qualification at level 3, three hold a level 2 qualification, and 13 are unqualified or completing training courses.

Information about this inspection

Inspector

Nicky Butler

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 inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The views of parents spoken to during the inspection were taken into account.
- The inspector looked at a sample of documents and records. This included evidence of the suitability of staff working in the provision and a range of other documentation that is required for the safe and effective management of the provision.
- The inspector observed children taking part in a range of activities, talked to them about their play, and discussed their learning with staff.
- The manager led the inspector on a learning walk around the nursery.

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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