

Inspection of Berinsfield Early Years Pre-school

Wimblestraw Road, Berinsfield, Wallingford, Oxfordshire OX10 7LZ

Inspection date: 2 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily wave goodbye to their parents and enter the pre-school with a smile. They excitedly join in with the welcome group time and smile with pride as they answer to their name. Staff expertly support the different learning needs of the children. For example, they ask the older children to help to count how many are in the group. This enhances the learning opportunities for children who may need further challenge.

Children have a sense of belonging and make lovely friendships. For instance, they giggle with glee when it is their turn to dance to the song 'Mr. Macaroni'. Children feel safe and secure.

Staff have high expectations of children's behaviour. They support children to understand these by using 'golden rules'. This helps children to understand behaviour expectations, such as listen to others and take turns. Consequently, the atmosphere is calm and children behave well.

Children are extremely independent and enjoy following the routines. Staff regularly help children to understand what is happening next. For instance, children excitedly check how many minutes are left on a sand timer as they eagerly help staff to tidy the toys. They are learning a sense of responsibility and know how to accomplish tasks for themselves.

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

- Staff offer lots of opportunities to support children's communication and language development. For example, they use a variety of focused learning initiatives that promote children to listen and repeat simple words. This particularly helps those children who may need further support in their speech and helps them to gain the skills they need for future learning.
- Staff expertly support children to learn the language of feelings. For instance, staff and children regularly use pictures of faces that depict emotions. Children confidently point to how they are feeling, such as 'sad' or 'angry'. This helps them to recognise their feelings and share them with others. Children have good emotional literacy skills.
- Staff plan exciting and engaging experiences for children. As a result, children have endearing positive attitudes to play and learning. For instance, they engage for long periods of time pretending to act out a familiar story in the garden. They have binoculars and enjoy dressing as the characters, such as little pigs. Children recall and remember the familiar phrases from previous learning. As a result, children have a love of stories and good early literacy skills.
- Leaders meet with staff regularly to discuss the children's development and use

this to plan for children's next steps in learning. This helps to ensure the activities on offer support the different needs of all children. However, current key-person systems do not fully promote the continuity of care for all children. This means that, at times, some children do not receive consistent high-quality interactions that support their learning outcomes.

- Staff and leaders build close bonds with parents and families. Parents appreciate the regular updates about their children's learning and development. Staff regularly share activities for parents to try at home. This helps to support children's home learning. For example, they promote parents to follow the 'Stick Man' topic and help their children by collecting sticks at the weekend. However, at times, current strategies for working with parents to promote healthy food choices in lunch boxes are not effective. As a result, some children do not get the balanced diet they need or learn about healthy choices.
- Leaders and staff plan an ambitious curriculum for all children. Those with special educational needs and/or disabilities (SEND) make good progress. Staff support their learning extremely well and ensure their individual needs are consistently met. They tailor their teaching to ensure children with SEND receive focused support for their next steps in learning. For instance, staff offer those children with SEND regular opportunities to work in a quiet space and focus on sensory play. This helps children to reach their next steps in development.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders attend regular safeguarding training to keep their knowledge up to date. They know how to spot the signs and symptoms of children who may be at risk of harm from issues, such as neglect or physical abuse. Staff know how to report if they have concerns about a child's welfare. Leaders know how to report an allegation about a member of staff to the local authority. Staff carry out daily risk assessments to ensure the environment is safe. For example, they check for broken toys or foreign objects in the garden before children go out. This minimises the risk to children.

What does the setting need to do to improve?

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

- review current key-person systems to ensure all children consistently receive support they need to make progress in their next steps of development
- develop more opportunities to support parent partnerships to support children's healthy lifestyles, particularly around healthy food choices.

Setting details

Unique reference number	EY426703
Local authority	Oxfordshire
Inspection number	10265074
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Berinsfield Pre-School Committee
Registered person unique reference number	RP910407
Telephone number	01865340212
Date of previous inspection	24 May 2017

Information about this early years setting

Berinsfield Early Years Pre-school opened in 1991 and registered at its current premises in 2011. The pre-school opens Monday to Friday, from 8.45am to 3.15pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two- three- and four years. There are seven staff members who work with the children. Five staff hold relevant qualifications from level 2 to level 6. The manager holds an early years professional status qualification.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- 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.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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