

Inspection of Cogges Pre-School

Cogges Church Centre, Witney, Oxfordshire OX28 3LA

Inspection date:

8 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff plan a range of experiences based around the different areas of learning. They provide resources and activities that encourage children to use their small and large muscles. Children have opportunities to use different craft materials to make pictures and models. They have access to an attractive display of books and a cosy area in which to look at them. Children can use resources to play imaginatively. For example, children have access to resources that enable them to make pretend meals and re-enact other experiences from home. However, staff are not fully confident about how to extend children's play, to build further on what children already know and can do. The curriculum is not consistently implemented well enough to ensure children are engaged regularly in high-quality learning.

Children show they feel safe and secure. There is a generally happy and relaxed atmosphere, with plenty of smiles and laughter from both children and staff. Children new to pre-school receive very effective support to settle and become familiar with the routines of the day. However, the weaknesses in the implementation of the curriculum lead to times when children, although happy, are not engaged in meaningful learning.

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

- The recently appointed manager has steered the pre-school through a period of change. She has built staff morale and ensured children continue to receive a warm welcome. However, alongside her new responsibilities she has continued to carry out other roles at the pre-school. This has given her limited opportunities to identify and address the variations in the quality of the provision. For example, she has not identified that staff are not engaging children well during some group times when all children come together. Committee members, although supportive, have not had enough oversight to identify the support the manager needs in her new role.
- Staff identify what individual children need to learn next. However, they do not consistently grasp opportunities to focus on these next steps. For example, although staff identify children who need help to make friends, they do not consistently help these children to interact more with their peers. Children who appear happy to play do not routinely benefit from the adult interactions that help extend happy play into happy and meaningful learning.
- Staff provide high levels of support for children with special educational needs and/or disabilities. Staff advocate hard for these children to ensure they get the specialist help they need. They meet children's needs with kindness, respect and dignity. This has a positive impact on these children's well-being, good health and progress.
- Staff monitor children's progress. However, they do not always complete the

required progress checks for children aged between two and three years. This means that opportunities are lost to assess all children's progress fully and identify any areas of concern.

- Children thoroughly enjoy the recently introduced small-group activities. Overall, the teaching is more effective at these times. For example, children enjoy exploring the different sounds that instruments make and concepts such as 'quiet' and 'loud'. This helps build on their developing listening skills.
- Children behave typically for their age. Staff are good role models. They teach, by example, the benefits of being helpful, polite and kind. Children are learning well how to be these things too.
- Children gain a positive view of following an active lifestyle. Staff ensure the garden is inviting and is available for most of the day. Children have plenty of space to run and move, and are encouraged to do so. They enjoy using the wheeled toys and large building materials.
- Staff have good intentions. They are open to developing their teaching skills. At present, they lack confidence to fully develop the curriculum. This has an impact on the breadth of experiences to which children are exposed. For example, staff are not confident about how to best help children learn about the wide range of cultures that reflect modern Britain.
- Parents speak warmly of the staff. They appreciate their kindness and the 'family feel' of the pre-school. They report that their children are happy and cared for well. However, parents do not have a clear picture of their children's learning at pre-school. This has an impact on their ability to build further on children's developing skills at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of the signs that may indicate a child is at risk of harm. They understand the risks to children of being exposed to domestic violence or extreme ideologies. Staff know how to share any such concerns, and the importance of doing so promptly, to keep children safe. The manager undertakes sufficient checks to ensure those employed to work with children are suitable to do so. Staff ensure the premises are safe and secure. They supervise children closely at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the manager has the time, skills and support to guide the staff team to deliver a consistently high-quality curriculum effectively	01/04/2023
ensure all staff have an accurate understanding of when and why progress checks need completing for children aged between two and three years, and ensure they are completed for all relevant children.	01/04/2023

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

- develop a deeper, and fully accurate, understanding of the responsibilities and requirements that come with being members of a management committee
- focus professional development for staff on improving their confidence to develop and deliver a broad and relevant curriculum well
- improve arrangements for sharing information with parents about their children's progress.

Setting details

Unique reference number	134463
Local authority	Oxfordshire
Inspection number	10263928
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	33
Number of children on roll	33
Name of registered person	Cogges Under Fives Association Committee
Registered person unique reference number	RP518018
Telephone number	01993 774594
Date of previous inspection	17 May 2017

Information about this early years setting

Cogges Pre-School registered in 1992. It operates from Cogges Church Centre in Witney, Oxfordshire. The pre-school operates from 8.30am to 3pm on Monday, Wednesday and Thursday, and from 8.30am to midday on Tuesday. The pre-school is open term time only. The provider employs eight members of staff, of whom two hold a relevant qualification at level 5 and four hold a relevant qualification at level 3. The pre-school provides free early years education for 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 held meetings with the manager and representatives of the committee 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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