

# Inspection of Cogenhoe Preschool

Cogenhoe & Whiston Village Hall, York Avenue, Cogenhoe, Northampton,  
Northamptonshire NN7 1NB

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Inspection date: 8 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed into the pre-school by friendly and approachable staff. They form special bonds with the staff, who know the children and their families extremely well. Children develop strong attachments, which supports their well-being and confidence. They show they feel safe and secure as they freely navigate the well-resourced learning environment.

Children access a good balance of free-choice and adult-led activities, both inside and outside. Physical development is promoted well. Older children ride tricycles around the outdoor area. Children practise balancing and jumping as they manoeuvre through an assault course. Staff take children on walks around the local area and to nearby parks. This helps to promote children's large-muscle development.

Children show a positive attitude towards learning. They become deeply engrossed in imaginative play. At the mud kitchen, children pretend to make cupcakes. They use utensils to mix mud and water to make the mixture. They show understanding of heat as they remind each other 'the cakes will be hot.'

Children are very well behaved and cooperate well with their peers. They are kind and caring towards each other and play harmoniously. During group time, children listen to each other, take turns and share their special items. Children build positive relationships with each other.

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

- The manager and staff deliver a suitably challenging curriculum that supports all children to learn the key skills they need to be confident and ready for their next stage in learning. They are passionate about the opportunities they provide for children. They gather information from parents about children's interests when they first start. This information is used to provide engaging activities that children will enjoy.
- Staff know the children very well. They take part in weekly planning meetings to identify and plan for children's next stage of learning. However, staff do not make the most of what children do during spontaneous play to extend learning opportunities to ensure all children make the best possible progress.
- Staff support children's communication and language well. They listen to children and ask open-ended questions to engage them in conversations. They read stories and children thoroughly enjoy singing popular nursery rhymes. However, staff do not consistently use play opportunities to extend and expand children's vocabulary and challenge children's thinking further.
- Children have lots of opportunities to be independent. For example, pre-school

children serve their own snack and pour their own drinks. They tidy up when they have finished eating. Young children learn helpful techniques to put on their own wellington boots. Staff encourage children to have a go and offer praise and encouragement at children's achievements.

- Parent partnerships are strong. Staff gather key information from parents before children attend the pre-school. This helps staff to plan effectively and build on what children already know and can do. Parents speak highly about the quality of care and education their children receive. They say that the pre-school is an integral part of the local community and they feel like extended family.
- Staff prioritise healthy eating. They have shared their healthy eating policy with parents and work together to ensure children are provided with a nutritious packed lunch. Furthermore, children take part in oral health activities. They use toothbrushes to clean away the 'germs' on the oral health activity board. They also arrange food into categories to develop their understanding of healthy choices. These experiences help children to understand the importance of good health.
- Children have opportunities to develop some awareness of diversity and cultures represented in modern Britain. They celebrate traditional festivals, such as Chinese New Year. However, the setting does not provide ongoing experiences that reflect families, cultures, and communities beyond children's own experience to give them a deeper understanding of the wider world.
- The manager evaluates the provision well. She provides staff with regular opportunities to discuss their workload and prioritises their well-being. Staff consistently say they feel valued and well supported. The manager ensures all mandatory training is regularly updated.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy and that they keep their training up to date. Staff have a secure understanding of their responsibilities to protect children. They confidently identify the signs that may indicate a child is at risk of harm. They know how to report any concerns they may have about children and how to escalate these should they need to. Robust recruitment procedures are in place to ensure that all adults are suitable to work with children. Staff ensure that the premises are safe and secure, and any potential hazards to children's safety are identified and minimised.

## What does the setting need to do to improve?

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

- help staff to use children's next steps in learning during spontaneous play to

support them to make the best possible progress

- support staff to introduce new words to widen children's vocabulary and further their understanding
- extend opportunities for children to understand and respect people, families and communities beyond their own.

## Setting details

<b>Unique reference number</b>	220193
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10234356
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Cogenhoe Playgroup Committee
<b>Registered person unique reference number</b>	RP522921
<b>Telephone number</b>	07842 548367
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

Cogenhoe Preschool registered in 1970. The playgroup employs four members of childcare staff. All hold appropriate early years qualifications at levels 3 and 6. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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