

Inspection of Newbottle and Charlton Pre-School

Charlton Memorial Hall, Main Street, Charlton, Banbury, Oxfordshire OX17 3DL

Inspection date: 23 February 2023

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not ensured that all those involved in the pre-school are suitable. The provider has not followed the procedure to allow Ofsted to complete suitability checks on all committee members. This means that children's welfare is not assured. Although staff have a good procedure for recording accident and injuries within the setting, staff do not show enough professional curiosity when children arrive at the setting with existing injuries.

That said, children are quick to settle, and confidently separate from their parents and carers, showing they feel safe and secure. Welcoming staff warmly greet children with a smile. Children are excited to see what is on offer as they freely explore the setting, making choices in their play. For instance, children quickly become absorbed in pretend play with their friends.

Staff offer a theme-based curriculum which, overall, provides children with a range of interesting and enjoyable experiences. For example, staff hide plastic animals in the sand for children to find. Children dig for the animals, proudly naming them when they find one. Staff extend children's learning as they talk about animals' diets and habitat. They continue to look at similarities and difference in animals, such as how to recognise the difference between a ram and a ewe. During small-group activities, staff encourage listening and turn-taking skills, as children listen to the animal sounds and take their turn to find the matching picture.

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

- The provider has failed to notify Ofsted of changes to members of the pre-school committee, so that Ofsted can carry out suitability checks. Therefore, some active committee members have not been vetted to ensure they are suitable for their role. The provider has not notified Ofsted of changes to those with oversight of the provision, including the nominated individual.
- Staff do not show enough professional curiosity when a child arrives at the setting with an existing injury. Staff place too much trust in families' explanations and do not effectively record existing injuries. Children are potentially left in unsafe circumstances due to this weakness in staff practice.
- Staff know the children well and are quick to establish what new children know and can do. They use observations and assessment to identify children's next steps in learning. Staff plan, taking into account children's likes and interests, which helps keep children engaged. However, some adult-led activities can become overcrowded as too many children join a group. Not all children are then able to benefit from the activity and, as a result, the intended learning from the activity is lost.
- Children with special educational needs and/or disabilities (SEND) are supported

well. The manager and staff work in close partnership with parents and other professionals to support children. Staff carefully implement agreed strategies, such as having continuous one-to-one support in place. This helps children with SEND to make good progress.

- Mathematics is woven into everyday play by staff. Children count items and staff help them to use mathematical language to make comparisons. Staff use routines to practise counting together with the children. For example, children count as they jump from one stepping stone to another and sing counting songs during group time.
- Staff have high expectations of children's behaviour. Children are reminded to use manners, take turns and share. Older children show kindness towards younger children. For instance, they hold younger children's hands when lining up. Staff talk to children about feelings and how their actions might make their friends feel, to support children to understand emotions.
- Children develop good independence. Staff plan opportunities throughout the day for children to practise the things they can do for themselves. For example, after mealtimes, all children learn to clear their plate and place the dirty dishes in the washing-up bowl. Children learn about good hygiene practices by learning about the importance of handwashing to remove germs.
- Children's physical development is well supported. Outside, children learn to climb on equipment, balance on steps and ride tricycles. Staff also take children on outings in the local community and play areas. Children develop an understanding of managing risks as they learn about road safety and how to stay safe.
- Partnership working with parents is strong. Parents speak highly about their children's experiences at the pre-school and how their learning and development are supported. They know who their child's key person is and feel well informed about their child's progress. Parents comment positively on how the pre-school provides support for the whole family and the impact this has on their children's well-being.
- The manager is very enthusiastic and leads the staff team well. She maintains an overview of training and encourages the staff to apply for a range of courses. For example, staff recently completed training that has had a positive impact on how children engage with their environment. Staff regularly have team meetings, where they can reflect on what is working well and identify areas to improve.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that safeguarding procedures relating to suitability checks are not followed effectively. Professional curiosity is not secure in regard to injuries children arrive with at the pre-school and record keeping is not robust enough. That said, staff demonstrate knowledge in recognising signs that a child may be a risk of harm. Staff access regular training to keep their knowledge up to date. Children play in a safe environment. Staff

complete daily risk assessments to ensure any hazards are identified and minimised.

What does the setting need to do to improve?

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

	Due date
provide Ofsted with the information needed to enable suitability checks to be completed on all committee members, including the nominated individual	23/03/2023
keep records and share information with external agencies to ensure the safety and welfare of children, with particular regard to concerns that may arise from events in a child's home life.	23/03/2023

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

- plan group times, so that the learning intent is focused and all children benefit.

Setting details

Unique reference number	220293
Local authority	West Northamptonshire
Inspection number	10263665
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	26
Number of children on roll	41
Name of registered person	Charlton Playgroup Committee
Registered person unique reference number	RP522052
Telephone number	01295 812909
Date of previous inspection	9 May 2017

Information about this early years setting

Newbottle and Charlton Pre-School registered in 1992 and is located in Charlton in Oxfordshire. The pre-school is open term time only, Monday to Friday from 8am until 6pm. The pre-school employs nine members of childcare staff. Five members of staff hold appropriate early years qualifications at level 2 to 5. The pre-school 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 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 pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the 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 spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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