

# Inspection of Kennington Pre-School

The Avenue, Kennington, OXFORD OX1 5PP

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Inspection date: 5 May 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children arrive happy for their day at this pre-school and are welcomed by the friendly staff. They separate from their parents confidently. They show high levels of engagement in activities that the staff provide, and benefit from a curriculum that provides them with varied and enriching experiences.

Children form close relationships with staff who know them well and show that they feel safe and secure. Staff have high expectations for all children. They plan for children's individual needs and children show a good understanding of the routine of the nursery. They show positive attitudes towards their learning. Children behave appropriately for their age. They manage conflicts with support from staff. Generally, staff use strategies to support them effectively with sharing and taking turns. Staff have high expectations for children. They model positive language, and children enjoy the praise they receive when they achieve a new skill.

Staff plan for children to be physically active throughout the day. They benefit from the time they spend outdoors, either in the garden, at forest school or exploring the local area. Children enjoy weekly movement and music sessions to dance and explore different ways to move. Opportunities are available for them to take part in physical activities to encourage teamwork. This also supports children's language, as they cheer for each other.

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

- Self-evaluation is effective and leaders and managers take appropriate steps to address any weaknesses. This has led to significant improvements since the last inspection. Leaders offer effective, regular supervision meetings that provide the staff with the opportunity to discuss any matters concerning their role and their welfare. Peer observations are used to help support development and inform future training.
- Managers and staff work together to plan the curriculum. They use information about the children's interests and their next steps to plan exciting and challenging activities. They provide a good balance of free-play activities and adult-led experiences.
- Staff support children's communication and language well. Children are developing a love for stories. Staff provide them with opportunities to listen to their favourite books and to create their own stories using props such as 'story spoons' and cushions. Children excitedly join in at story time, talk about what could happen next and join in with actions to match the characters.
- Staff support children's mathematical development effectively. Activities are planned in focus groups for children's age and stage of development and frequently embedded in other activities. For example, children make play dough

then roll the dough into circles and place them on the spots of ladybird cut outs. Children who do not want to use play dough have the option of paper circles to use, so everyone is included.

- Children benefit from opportunities to build their independence skills. Staff support children to put their coats on independently, and nose-wiping stations encourage their self-care. For example, when children go outside, staff encourage them to put their coats on by themselves and offer support if children struggle.
- Children learn about the world and their local community. They go on trips to local shops and on walks around the neighbourhood. For example, children write letters to post in the postbox. They learn about different festivals and the lives of their friends and other countries. Children who speak English as an additional language make good progress. Families are supported well in settling into the community and staff provide support in finding local groups for them to meet other families in similar situations.
- Staff provide some support for children's emotional well-being. They plan sessions to support positivity and to help children manage emotions by using breathing techniques. However, at times, strategies used by staff do not work with younger children and they struggle with transitional situations and disrupt other children. For example, during group carpet time, younger children who did not settle distracted other children from focusing on the activity.
- Children with special educational needs and/or disabilities are supported well. Managers and staff work effectively with parents and other agencies to ensure that children receive the support they need in the quickest possible time. This means that all children's needs are met and they make good progress.
- Partnership working is strong. Links with other professionals are good. Staff work closely with other local early years settings and schools to share good practice and gain ideas on how to improve areas of the setting. For example, staff visited other early years settings and used information gathered to improve the home corner area to meet the needs of the children better.
- Staff have built strong relationships with parents, who appreciate the time staff spend supporting them and their children. Parents are happy that their children settle quickly, and with the progress they have made since starting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have good knowledge of safeguarding and understand their role and responsibility in keeping children safe. They can discuss different types of abuse and the action to take when they have concerns about a child or adult. All staff complete regular safeguarding training and understand the different signs and behaviours that could indicate a child is at risk of harm or abuse. Risk assessment is effective and ensures the safety of the children on the premises and when out on outings. Safer recruitment procedures are in place and ongoing checks mean that staff working with children are suitable.

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

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

- strengthen support for children to deal with their emotions and to understand what is expected of them, particularly during transitional times.

## Setting details

<b>Unique reference number</b>	EY550083
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10244724
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	36
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Kennington Playgroup CIO
<b>Registered person unique reference number</b>	RP550082
<b>Telephone number</b>	01865 326606
<b>Date of previous inspection</b>	19 May 2022

## Information about this early years setting

Kennington Pre-School re-registered in 2017, as a Charitable Incorporated Organisation. It operates in the grounds of St. Swithun's School, Kennington, Oxfordshire. The pre-school employs seven members of staff. Of these, four hold a qualification at level 3 and two have a qualification at level 2. The pre-school is open Monday to Friday, 9am until 3pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two and three years.

## Information about this inspection

### Inspector

Nicky Butler

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the pre-school 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 spoke with the inspector during the inspection.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out joint observations of group activities with the manager.

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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