

# Inspection of Stratton Pre-School, Cirencester

The Scout Building, Thessaly Road, Cirencester, Gloucestershire GL7 2NG

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Inspection date: 11 May 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 are warmly welcomed into the setting by the nurturing and kind staff team. They settle promptly and are keen to explore the wide range of inviting activities on offer. Children who are new to the setting receive plenty of cuddles and reassurance from staff. This helps them to feel emotionally secure. Staff invite children to choose a story to read. Children sit on staff's lap and quickly become absorbed in the storyline. They are familiar with the characters, and repeat key phrases from the story.

Children benefit from daily opportunities for outdoor play. They develop good physical skills. Children carefully walk across balance beams and climb across ladders. Staff offer children lots of support and encouragement. They hold children's hands to help them gain the confidence they need to have a go on their own. Older children proudly show visitors how they can jump from a bench and land on two feet. Children develop mathematical skills and knowledge. They think and predict as they complete a puzzle. Children count the puzzle pieces and are beginning to recognise numbers. Staff clap and celebrate with children as they accurately count up to 26.

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

- The manager and deputy manager work well together. They are passionate about ensuring that every child in their care has the best possible experience at the setting. Staff have a good understanding of their roles and responsibilities. They attend regular supervision meetings with the manager and access training to support their practice.
- Staff get to know children and their families well. Once children are settled, staff complete assessments to identify what children already know and can do, and plan for their future learning goals. All staff are aware of children's next steps in learning. Their interactions with children during play are precisely focused. Children make good progress in their learning.
- Children with special educational needs and/or disabilities and those in receipt of additional funding, such as early years pupil premium, receive effective support from the staff team. The special educational needs coordinator is dedicated to her role. She works closely with parents and other professionals to ensure that children receive a targeted approach to their learning and are supported to reach their full potential.
- The manager and staff team are reflective. They accurately identify the setting's strengths, as well as areas for improvement. For example, they recently reviewed the snack-time routine and introduced a ten-minute timer to each table, to promote focus at snack time and improve children's eating habits. However, the manager is yet to consistently seek the views of parents on the

evaluation of the setting, to inspire further improvements and promote the best possible outcomes for children.

- Parents speak highly of the setting and the care and education that staff provide for children. They feel thoroughly informed about their children's progress, and value the observations and photographs that are shared on children's online learning records. Parents highlight the supportive nature of the manager and staff. They state that staff have a deep understanding of each child's individual needs and development, which makes them feel like their child is the only one who attends.
- Older children are successfully supported to be ready for the move to school and their onward educational journey. Children display high levels of independence. Staff encourage children to have a go at doing things for themselves before offering to help. Children learn to manage their own personal care, and to collect their coats and put them on, ready for outdoor play.
- The manager shares information with parents about healthy and nutritious lunch box ideas. Children learn to wash their hands before mealtimes and are encouraged to select fruit from their lunch box for their morning snack. However, staff are yet to use these daily routines to fully promote children's awareness of the benefits on their body by making these choices, to further support their understanding of a healthy lifestyle.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting's premises are safe and secure. Risk assessments for the indoor and outdoor learning environment are in place, and staff complete daily safety checks to minimise risks and hazards. Robust recruitment procedures are in place. All staff, including those who are new to the setting, have a secure knowledge and understanding of their responsibility to safeguard children. They are aware of the signs and symptoms that may indicate a child is at risk from harm and know the procedures to follow to report these concerns. Staff know the procedure to follow in the event of a concern about a colleague's conduct.

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

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

- enhance the already good procedures for self-evaluation to include the views of parents and inspire further improvement to promote the best possible outcomes for children
- consider further ways to promote children's awareness of the benefits of healthy choices to fully support their understanding of a healthy and balanced lifestyle.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY334210  |
| <b>Local authority</b>                             | Gloucestershire   |
| <b>Inspection number</b>                           | 10279774  |
| <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>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 27  |
| <b>Name of registered person</b>                   | Stratton Pre-School, Cirencester Committee  |
| <b>Registered person unique reference number</b>   | RP519916  |
| <b>Telephone number</b>                            | 07879468609   |
| <b>Date of previous inspection</b>                 | 27 September 2017   |

## Information about this early years setting

Stratton Pre-School, Cirencester (formerly Stratton Playgroup) registered in 2006 and is based in Cirencester. It opens from 9am to 3pm, Monday to Friday, during term time. The playgroup receives funding for the provision of free early education for children aged three and four years. A team of five staff work with the children. Of these, two hold relevant early years qualifications at level 3. The pre-school manager holds an early years qualification at level 4.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk across all areas of the setting and discussed how the early years provision and curriculum are organised.
- The manager and inspector observed and evaluated an activity together.
- The manager and deputy manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and staff throughout the inspection.
- The inspector considered the views of parents through discussion and written testimonials.
- The inspector reviewed documentation, such as paediatric first-aid qualifications.

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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