

Inspection of Brize Norton Village Pre-School

Elderbank Hall, Station Road, Brize Norton, Carterton, Oxfordshire OX18 3PS

Inspection date: 24 May 2023

Overall effectiveness	Good
------------------------------	-------------

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 have a strong awareness of being independent and a determination to learn new skills to help themselves. They confidently ask for help when they are unsure about their own competencies. Staff support this well by encouraging children to listen carefully to instructions and follow demonstrations. This helps to support the skills they need in readiness for school. For example, they put on shoes themselves and learn to cut out their chosen complex shapes in craft activities to match their own designs.

Children are eager to learn and are constantly asking questions, showing an interest in gaining new information, especially about the world around them. They show curiosity through all their learning experiences. Staff use simple explanations and use different resources to help children find out information. Children openly share their new knowledge with others, showing a clear understanding of how and why things happen.

Children make close and secure friendships. They learn to work as a team, helping each other and supporting each other's learning. Staff act as extremely positive role models, working closely together and supporting each other in their roles. This helps children to see how supportive they can be in their play. Staff use their knowledge of children's social skills well, to support further friendships and develop children's confidence to develop relationships with others.

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

- Staff use a specific language development programme to evaluate children's communication. Children sign on a daily basis to complement other forms of communication. Staff introduce this to support children's confidence to express their needs and feelings. Children continuously increase their vocabulary. Staff introduce new words to develop speech and understanding. Children practise the new words, such as 'construction', 'stronger', 'ramps', and 'building', during their play.
- Staff provide a very positive experience for children's learning in the outdoor environment. They experiment with their senses. In the allotment, children use pestle and mortars to grind herbs to smell and feel the texture of the mixture. They grow vegetables and fruit from seed, learning about the cycle of growth. They complete this by picking, cooking and eating their produce. They develop skills they learn from watching others to carry out independent tasks. For example, young children use the water butts to fill up watering cans themselves, to water the growing plants. Children explore the sand with bare feet, feeling it between their toes and fingers.
- Staff have a very clear understanding of children's progress. Staff know what

interests them and what they want them to learn next. Staff recognise where children like to play and how they prefer to explore and experiment. Staff liaise with the local primary school to support those who are transitioning there to understand about the next place for their learning. However, children do not receive a consistent approach to help them to identify the next stages in their learning experiences. For example, when children observe the tadpoles at the allotment, staff do not actively support children's immediate curiosity as to what happens next to the tadpoles. In addition, some children are not helped to be familiar with their next learning environments, such as the school they are going to.

- Children behave well. They learn to share and cooperate in their play, taking turns and sharing equipment. They are happy, content and feel secure in their play environments. Young children take comfort from familiar staff who know their families well, providing comfort and reassurance when children settle.
- Parents make very positive comments about their children's learning and care. They appreciate the staff, who work tirelessly to support children's development. Parents receive a good range of information about events, experiences and learning opportunities. Staff share activities to help support children's learning at home. However, staff do not provide consistent information as to how these activities fully support individual children's learning.
- Staff have close links with other professionals to support children with special educational needs and/or disabilities (SEND). They work alongside parents to provide a cohesive approach to children's healthcare needs. Children experience an inclusive environment, which supports their needs and adapted situations to help children feel completely involved in all learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of the procedures to follow if they have a concern about a child in their care. They use a confident approach to notice changes in children and assess the impact on their welfare. They know to whom to report concerns. They know the signs and symptoms of child abuse. Children learn to keep themselves safe. Staff use routine experiences to help children think about hazards and assess the risks. For example, when staff accompany children to the allotment, the children use the wall to climb over to access the area. Staff gradually increase children's confidence to climb over safely by themselves.

What does the setting need to do to improve?

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

- improve teaching experiences to help children learn the sequence of events and what happens next more clearly

- support parents to help them extend children's learning at home.

Setting details

Unique reference number	134449
Local authority	Oxfordshire
Inspection number	10288803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	44
Name of registered person	Brize Norton Village Pre School Committee
Registered person unique reference number	RP909038
Telephone number	07769617696
Date of previous inspection	1 November 2017

Information about this early years setting

Brize Norton Village Pre-School registered in 1994. It operates from the village hall in Brize Norton, Oxfordshire. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school receives additional early years pupil premium funding. The pre-school is open each weekday, during term time, Monday to Thursday, from 9am until 3pm, and Friday, from 9am until midday. Ten staff work with the children, nine of whom hold early years qualifications at level 2 and 3. The pre-school supports children with SEND.

Information about this inspection

Inspector

Claire Parnell

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation at the allotment 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023