

Inspection of Warborough & Shillingford Pre-School

St. Laurence C E Primary School, 16 Thame Road, Warborough, WALLINGFORD, Oxfordshire OX10 7DX

Inspection date: 6 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Most children enter the pre-school confidently after their half-term break. All children receive a warm welcome from staff, and the parents of those who need a little extra support are invited to stay until their child is fully settled and playing happily. Since the last inspection, the pre-school environment has been re-structured to create a stimulating learning atmosphere. This has benefitted the children's learning significantly, as they can now explore and experience a wider range of curriculum activities. Children are happy; they demonstrate they feel safe and clearly enjoy what is available. They are focused and engaged in their play, and this is shown as they excitedly hunt for bugs, plant seeds, play with dolls and enjoy more active play opportunities.

Staff are good communicators with the children. They provide an environment which is rich in spoken language. Staff are attentive to the children, know them well and support their learning and development with ease. Children and staff have fun together and behaviour is good. Children of all ages are seen concentrating well as they play on the interactive digital screen. Here they complete puzzles on a large scale, draw and play cooperative games. This, along with drawing on whiteboards and making 'cakes' in the mud kitchen, helps to strengthen children's attention and small physical skills. All children, including those with additional funding, are very well supported by staff.

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

- The new leadership team have made significant improvements to safeguarding, quality of teaching and organisation at the pre-school since the last inspection. A newly-developed curriculum is now in place, which sets out a structure of what leaders want children to learn. Staff have received suitable training and support which has improved the staff's knowledge, understanding and skills to fulfil the requirements of the early years foundation stage. This, in turn, has helped to rapidly improve the learning experiences offered to children.
- The leadership team have a clear vision of how they intend to continue to make further improvements. An effective action plan outlines the support to promote the quality of teaching even further and ways to enhance the outside space. However, at the time of inspection, these plans have not been fully embedded to raise the quality of education and children's care to an even higher level. Nevertheless, staff have regular meetings with managers and they benefit from the local authority training and support.
- Staff have a good awareness of their role as a key-person. They know how the children in their care are developing and what they need to know next. Staff support children's ideas and self-chosen play effectively. For example, staff follow children's lead on making potions in the garden and drink the 'latte' that

the children have created for them.

- Staff model language well, as they talk and engage with children throughout the day. This helps children to develop their own communication and language, as they hear and learn the context of spoken words. Activities such as singing and reading books further aid their speaking and understanding skills.
- Children behave well and have fun together. They are heard giggling and chattering together as they play. Children are becoming increasingly independent. For example, they tidy up confidently at the end of each session and have opportunities to pour themselves drinks as needed in the day.
- Staff help children to learn the importance of a healthy lifestyle. They use key opportunities to reinforce this message, such as when children are washing their hands, eating and drinking. For instance, they talk about what foods are good for them and how drinking plenty of water will keep their bodies hydrated. All children enjoy playing outside. They enjoy running around the garden, balancing on the stepping stones and riding on bicycles. This supports children's well-being and physical skills.
- Parents comment positively about the changes made to the pre-school and how they are happy with the way their children are developing. Parents have a good amount of information available to them, and they benefit from the monthly parent meetings. This helps them to work in partnerships with the staff at the pre-school in supporting their children's education and health.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to safeguard children. They talk to children about ways in which they can be safe, and they ensure that the environment is safe and suitable. Leaders have ensured that all staff have undertaken 'Prevent' duty and safeguarding training since the last inspection. This has helped staff to advance their knowledge and skills of the signs, indicators and procedures to be followed in the event of a concern. Robust recruitment, induction and supervision procedures are now in place and help to ensure that all staff are safe and suitable to work with children. All documentation is now securely stored at the pre-school.

What does the setting need to do to improve?

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

- build on the good systems for staff support to identify their professional development needs more effectively, enhance their skills and raise the quality of education and children's care to an even higher level.

Setting details

Unique reference number	EY351101
Local authority	Oxfordshire
Inspection number	10279021
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	24
Number of children on roll	33
Name of registered person	Warborough and Shillingford Pre-School Playgroup Committee
Registered person unique reference number	RP526973
Telephone number	01865 859933
Date of previous inspection	14 December 2022

Information about this early years setting

Warborough & Shillingford Pre-School registered in 2007. It is open from 9am to 3pm, each weekday, during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs seven members of staff, four of whom hold relevant qualifications between level 3 and level 5.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke with the manager and nominated individual about the leadership and management of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.
- 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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