

# Inspection of Camel Pre-School

Stockham CP School, Stockham Way, Wantage, Oxfordshire OX12 9HL

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Inspection date: 21 June 2023

**Overall effectiveness** **Good**

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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**

Staff support children to settle well and place a strong focus on their happiness and safety. Children respond warmly to nurturing staff, who know the children and their families well. Children display good behaviour which is appropriate to their age and stage of development.

All children enjoy access to the large outside area throughout the day. They have plenty of opportunities to practise their physical skills. For example, following an interest in traditional tales, children use large building blocks to build 'ice-cream castles'. In addition, they learn to balance on the large wooden climbing frame and navigate the wooden steps. Children develop their early writing skills. They make marks on the outside easel with paintbrushes. Inside, children explore the patterns they make in the cocoa powder and flour.

Children develop their confidence and a love for books and reading. For example, younger children are excited to act out and join in with the well-known phrases of 'We're Going on a Bear Hunt'. Older children are curious and confident to ask questions as they listen to a group story. Staff introduce children to new vocabulary and explain what words and phrases mean. This supports children's developing communication and language skills.

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

- Staff recognise that some children are finding starting pre-school a little unsettling, due to their experiences during the COVID-19 pandemic. Staff identified that by making changes to the organisation of the rooms, splitting the children into two groups, would support this transition. Staff acknowledge that this has had a positive impact on children's behaviour.
- Partnerships with parents are strong. Parents are confident in the knowledge that their children are happy, safe and well cared for at the pre-school. Parents know their children's key person and receive regular communication regarding their children's learning and development.
- Staff identify children who need extra support and plan accordingly. However, sometimes, staff do not grasp opportunities to join in with these children's play. This means that some children do not hear as much good-quality language as they could. Furthermore, some group activities do not ensure that all children can fully engage and benefit from the learning opportunities.
- An effective key-person system is in place. Staff have a good knowledge and understanding of the children in their care and chat to them about their home life and activities. For instance, staff know that new babies are on their way and discuss children's outside pursuits, such as swimming lessons.
- Staff have a good understanding of the curriculum and how children learn. They

plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know. For example, young children are excited to explore a range of different sensory resources. They act out a well-known story through their imaginative play. This helps children to make good progress.

- The manager and her staff ensure that any additional funding is spent effectively to address gaps in children's learning and have a positive impact on children's development. For example, they implement targeted support, access additional sessions and purchase further resources. Staff work closely with other agencies to ensure that children receive specialist support when needed.
- Staff work well with the local schools that children will attend, especially the neighbouring school. For example, pre-school children visit the Reception class weekly, and they join in with whole-school activities, such as the Christmas performance and assemblies. This supports children's eventual move and makes school a familiar environment.
- The manager carries out regular observations of staff. She regularly checks staff's ongoing suitability, workload and supports their well-being. However, the manager has not considered further opportunities to focus more precisely on raising the quality of teaching to the highest level.
- Staff discuss with children the benefits of leading a healthy lifestyle. The children understand the importance of good oral health, exercise and frequently drinking to remain hydrated.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities and how to protect the children they care for. Staff attend regular safeguarding training, including 'Prevent' duty and female genital mutilation training, to keep their knowledge and understanding up to date. Staff understand the signs that children may be at risk of harm and know how to report any concerns they may have about children or the adults they encounter. The pre-school is safe and secure. Access to the site is controlled by comprehensive safety measures. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

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

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

- support staff to confidently identify how and when to step in to support children, including children with emerging special educational needs and/or disabilities
- strengthen the arrangements for supervision, monitoring and training of all staff to enhance their professional development and raise the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	EY335445
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10289272
<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 7
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Camel Pre-School Committee
<b>Registered person unique reference number</b>	RP526292
<b>Telephone number</b>	07880 757668
<b>Date of previous inspection</b>	18 November 2017

## Information about this early years setting

Camel Pre-School has been operating since 1969. It is based in its own building in the grounds of Stockham County Primary School, in Wantage, Oxfordshire. The pre-school is open from Monday to Friday during term time. Sessions are from 8am to 6pm. A breakfast club operates between 8am and 8.40am, and an after-school club operates between 3pm and 6pm. In addition, some holiday clubs are offered, by prior arrangement. The pre-school employs 10 members of staff. Of these, six hold recognised childcare qualifications from level 3 to level 6. The pre-school provides funded early education for two-, three- and four-year-old children and for children who are eligible for early years pupil premium.

## Information about this inspection

### Inspector

Amanda Perkin

## 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 inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took account of these views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation, including evidence of staff's suitability and qualification records.

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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