

# Inspection of South Moreton Preschool

High Street, South Moreton, Didcot, Oxfordshire OX11 9AG

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Inspection date: 22 June 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 happy to arrive and confidently separate from parents. They are greeted warmly by staff, which helps them to feel secure to enter the pre-school and choose toys and activities to play with. Staff teach children about the changing seasons and children demonstrate their knowledge as they begin to understand that the summer months are hot and sunny. Staff help them learn that they need to wear sun hats and put on sun cream before playing outside, which promotes their good health.

Staff model good manners and this supports children to behave well. Children are polite and courteous when they interact with staff. They learn to use good manners, for example, at lunchtime when setting up the tables or asking for help to open packets. Staff set up resources so that children can easily select activities for themselves. Children demonstrate highly positive attitudes to learning.

Staff know the children well. They plan experiences to build on what children already know and can do. They identify areas for development through observation and provide activities that build on children's skills. For example, a small-group game to build language and communication sees children talking about healthy food and their likes and dislikes.

Children are supported in building meaningful relationships. Staff are close by to support children and praise them so that they learn how to wait their turn and play fairly. For example, when playing outside, children learn to ask others if they can have a turn on their favourite bicycle.

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

- Children benefit from meaningful learning across the early years foundation stage curriculum. They choose from a wide variety of activities to promote all areas of learning. They enjoy mark-making activities and learning pencil control. Children learn to make patterns and follow different shapes and lines on cards.
- The manager provides effective support and is hands on. She leads activities, modelling teaching and how to engage children at their own pace. For example, during a singing activity, some younger children stand and watch from the sides. The manager gently invites them over to join in, close to her.
- Children demonstrate their positive attitudes to learning through high levels of curiosity and concentration. They listen intently and respond positively to adults and each other. Staff engage children in small-group games, where they encourage children to take turns and share the resources available.
- Staff have high expectations for children's behaviour and conduct. Staff support children to resolve small disagreements and help children to decide how they

can work or play together at an activity. For example, when children want to play in the construction site and want a toy another child has. Staff talk with the children about taking it in turns and sharing the toys when they have finished playing with it.

- Staff ensure hygiene practices and the personal needs of children of all ages are met appropriately. Staff talk with children about what they are doing and why during nappy changes, encouraging children to wash their hands afterwards. This supports children to understand and manage their own personal hygiene needs.
- A well-established key-person system helps children form secure attachments and promotes their well being and independence. Staff welcome children when they arrive and show interest in how children are feeling. They talk to children about what they have done that morning before coming to pre-school.
- The manager has a clear and ambitious vision for providing high-quality, inclusive care and education to all. She knows the children and their families well. She shares regular information with parents about what children are learning in pre-school and how parents can support this at home.
- The manager works effectively with children, their parents and others in their community, including schools and other local services. She uses observations of children and knowledge shared with parents and agencies to plan and support the emotional development of the children.
- The manager works as part of the team in teaching and supporting children. She is aware of the main pressures on staff and works to support staff in managing their workload. However, opportunities for staff to further extend their knowledge and skills and take on additional responsibility are not fully developed. For instance, at times, the manager leads the room and staff will step back and are not confident to take the lead in the daily routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. Staff know how to identify if a child is at risk of harm. They know where and how to report concerns about children's safety. Staff understand the importance of reporting concerns they might have about an adult working with children. They can explain the procedures to follow when referring these concerns to the local authority. Risk assessments are robust in ensuring that children are safe and the premises are secure. The manager works closely with the school to ensure that only authorised people can access the school grounds to get to 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:**

- extend training and coaching strategies for staff to build their confidence and skills further and provide more effective support for children.

## Setting details

<b>Unique reference number</b>	133717
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10294128
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	26
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	South Moreton Pre-School Committee
<b>Registered person unique reference number</b>	RP518047
<b>Telephone number</b>	01235 819657
<b>Date of previous inspection</b>	16 October 2019

## Information about this early years setting

South Moreton Preschool opened in 1978 and registered in 1993. Since 2008, it has operated from within South Moreton Primary School, near Didcot, Oxfordshire. It has a separate classroom and is run independently of the school by a parent management committee. The pre-school is open on weekdays from 9am to 3pm, during school term time. The pre-school employs six members of staff, four of whom hold relevant qualifications from level 2 to level 5.

## Information about this inspection

### Inspector

Lisa Robinson

## Inspection activities

- This was the first routine inspection the provider has 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 the inspector completed a learning walk together of all areas of the pre-school and discussed how the curriculum is implemented.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Parents and carers shared their views of the pre-school with the inspector.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.

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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