

# Inspection of Newbottle and Charlton Pre-School

Charlton Memorial Hall, Main Street, Charlton, Banbury, Oxfordshire OX17 3DL

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Inspection date: 4 July 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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children, parents and carers warmly as they arrive. They talk to older children about the experiences they have had at home, such as their swimming lessons. This helps children to feel valued as an individual and supports their emotional well-being. Children's ongoing personal, social and emotional development is of high importance to staff. Snack time is a social occasion, where many relaxed conversations take place between staff and children. Staff teach children to say 'please' and 'thank you'. This results in them doing this without being prompted. They politely ask to leave the table when they finished. Staff promote children's independence at every opportunity, and children confidently put their coats on and place drawings they have created in their tray ready to take home.

Staff plan an exciting and ambitious curriculum which supports children to find out all about the world around them. Children bring in caterpillars from home and this leads on to staff helping them to learn about the life cycle of a butterfly. Children explain a caterpillar turns into a cocoon and then a butterfly. They rush around the room, waving their arms, exclaiming they are a 'beautiful butterfly'. Staff find out what children already know and build on this to ensure children make progress in their learning.

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

- The manager has ensured the actions set at the last inspection have been met. Suitability checks have been carried out on all new members of the committee. The manager now has a much clearer understanding of the process to follow when committee members or the nominated individual changes. Safeguarding training has been refreshed with all members of staff. The manager now regularly talks to staff about showing professional curiosity if a child arrives at the setting with an existing injury.
- Staff skilfully plan activities to support children to develop in their next stages of learning. They recognise that children do not always have opportunities to take part in creative activities elsewhere, so they plan craft activities linked to children's current interests, such as painting a picture of caterpillar. This helps to extend opportunities for children.
- Staff support children to behave in a positive way. When minor disagreements occur between children, staff sensitively talk to them about how their actions may have made others feel. Staff consistently praise children when they see them displaying kind and caring behaviours. Children proudly show visitors to the setting a sticker they have been given for sharing with their friends.
- Staff provide many opportunities throughout the day for children to develop a love of stories. They read books to children linked to their current interests and

learning, for example about a caterpillar turning into a butterfly. Staff use these opportunities to introduce new vocabulary to children, such as 'soaring'. This encourages children to independently choose books and share these with their friends, turning the pages with care and talking about what they can see in the pictures.

- Children with special educational needs and/or disabilities are supported well. Funding is used effectively to provide focused support from staff. All children make good progress from their starting points, and staff know their individual needs very well. When staff identify that a child may not be making progress in a particular area of their development, interventions or support from outside agencies are swiftly put into place.
- Parents are incredibly positive about the care the setting provides. They speak highly of the caring and supportive staff. Parents comment that they receive daily updates about activities their children have enjoyed and how they can support them further with their learning at home. They speak positively about the broad range of opportunities the pre-school provides, such as visits to the local farm and walks around the local area to meet members of the community.
- Staff interact with children well and ask them thoughtful questions to further their knowledge and understanding. Many children are confident communicators and are keen to share their comments and views with staff. On occasions, quieter, less-confident children do not always have the opportunity to share their views.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the possible signs and indicators of abuse. They demonstrate confidence in discussing who they would report their concerns to about a child, or if they have concerns about a member of staff. Staff have a secure knowledge of risk assessment and supervise children very closely in all areas of the setting. When children have minor accidents or injuries, they record these accurately on accident forms and inform parents immediately. For children who sleep during the day, the setting follows safer sleep guidance and ensures that children are checked regularly when sleeping.

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

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

- provide more opportunities for quieter, less-confident children to share their views.

## Setting details

<b>Unique reference number</b>	220293
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10282955
<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>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Charlton Playgroup Committee
<b>Registered person unique reference number</b>	RP522052
<b>Telephone number</b>	01295 812909
<b>Date of previous inspection</b>	23 February 2023

## Information about this early years setting

Newbottle and Charlton Pre-School registered in 1992. It is located in Charlton, Oxfordshire. The pre-school is open Monday to Thursday from 8am until 6pm, and on Friday from 8am until 4pm, during term time only. It also operates a holiday club for two weeks in the summer holidays. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications from level 2 to 5. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emily Lofts

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- Parents shared their views on the setting with the inspector.

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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