

Inspection of Middle Barton Pre-School

29 Church Lane, Middle Barton, Chipping Norton, Oxfordshire OX7 7BX

Inspection date: 12 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children have close bonds with all staff. The staff openly welcome children into their play setting, showing a keen interest in their lives and their families. They give children time to talk about their experiences at home and encourage them to share these with others. Children happily explore the environment, confidently leading the play with their friends.

Staff provide children with clear explanations to help them to understand the boundaries and rules. Children demonstrate good listening skills, and they learn to take turns and share during their play. They learn the skills they need to negotiate and work together in group activities. For example, they discuss who is using which tool when making fruit skewers. They then exchange tools when they have finished.

Staff provide a broad range of play activities to enrich children's life experiences. They use extra funding effectively to support individual families and promote positive community connections. Children attend extra sessions to help close the gaps in their learning and meet their care needs, as well as forest school experiences to widen their understanding of the world around them.

Staff are deployed well throughout the sessions. They follow children's lead in their play, giving them suggestions, ideas and direction. This enables children to think for themselves, solve problems and think critically. Every child has equal interaction and positive engagement from all staff.

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

- Children learn to become independent. Staff encourage children to try new skills to help them learn how to manage their self-care needs. For example, staff talk children through putting on their coats and shoes before playing outside. They help children to work out which shoe fits their right or left foot. Children enthusiastically remind other children to use soap when washing their hands. Staff successfully introduce discussions at snack time about healthy foods, helping children to understand about the importance of oral health.
- Staff continuously support children's communication skills. Older children extend their vocabulary by hearing and using more complex words in their play. Staff introduce repetitive sounds and words through stories and songs to broaden their vocabulary and help them communicate their needs. All children use simple signing to help them express their needs.
- Staff know the children well and have clear intentions for their learning based on what they need to learn next to move on to the next stage of their development. However, staff do not always consider how children prefer to learn when

planning activities. For example, although staff recognise that some children learn best outside, opportunities for those children to do so are restricted due to the rigorous routines in place.

- Staff understand the importance of helping children to communicate and express their feelings. Children feel proud of their achievements and are eager to show staff and visitors what they have done and how they have achieved it. Children actively show how proud they are of moving on to school and their readiness for the next stage in their development. However, on occasion, staff do not fully support younger children's emotions and frustrations. For example, young children show frustration when staff emphasise the achievements of older children who are going to school.
- Children with special educational needs and/or disabilities receive exceptional support from well-trained and knowledgeable staff. Staff work with parents and other professionals effectively. They implement targeted plans to consistently support these children to make progress in their learning and promote their smooth transitions to school.
- Staff are eager to improve, and they request feedback regarding the effectiveness of their practice. They regularly access training opportunities and cascade new-found knowledge to their colleagues. This helps to provide a consistent approach to their practice.
- The very supportive management team is committed to making ongoing improvements. The team constantly gains information from other practitioners to help evaluate the overall quality of practice.
- Parents make positive comments about their children's progress and their ongoing care. They feel confident that their children are well prepared for school. Parents appreciate the guidance they receive to continue their children's learning at home. They receive plenty of verbal and written information about their children's ongoing progress. They thoroughly enjoy the 'stay and play' sessions, which helps them to understand the importance of play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of their responsibility to keep children safe from harm. They use regular, weekly opportunities to share information and test their knowledge through safeguarding case studies and scenarios. Staff have a clear knowledge of the signs and symptoms of child abuse and how young children are influenced regarding radicalisation. Children play in a safe and secure environment. Staff listen to parents' suggestions about security and take action to strengthen children's safety. Children develop a good understanding of their own safety. They remind others to 'mind your toes' when turning over logs in the garden. They listen carefully to instructions when using new equipment, such as how to use the wooden skewers safely when making fruit skewers.

What does the setting need to do to improve?

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

- review and improve the organisation of routines to fully support children who prefer to learn outside
- enhance support for younger children to help them consistently learn how to manage their feelings and behaviours.

Setting details

Unique reference number	133492
Local authority	Oxfordshire
Inspection number	10301659
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	21
Name of registered person	Middle Barton Pre-School Committee
Registered person unique reference number	RP518076
Telephone number	01869 347968
Date of previous inspection	24 January 2018

Information about this early years setting

Middle Barton Pre-School registered in 1993. It operates from Middle Barton Primary School in Chipping Norton, Oxfordshire, and is managed by a voluntary committee. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 4. The pre-school opens during term time, from 9am until 3pm on Monday to Thursday and from 9am until 12 noon on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.

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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