

# Inspection of Sunningwell Preschool

Sunningwell Preschool, Dark Lane, Abingdon OX13 6RE

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Inspection date: 16 October 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 show lots of enthusiasm for being at pre-school. Staff are very skilled at helping children new to the setting feel welcome and confident to join in with the routines of the day. The care, kindness and encouragement staff give these children has a very positive impact on how quickly children settle in their new environment. Children grow in confidence to leave comforters from home in their bags, explore the activities on offer and begin to make new friends. They are keen to learn, confident that staff are nearby to help and support them when needed.

Children benefit from a suitably ambitious, and well-delivered, curriculum of learning, with a strong emphasis on their personal, physical and language development. Children learn to do things for themselves, such as finding their shoes and making their own sandwiches. They are confident to practise climbing, balancing and other movements because staff are nearby, ready to help if needed. Staff are especially skilled at helping children develop their speaking skills. Staff speak clearly to children, providing them with relevant vocabulary and plenty of opportunities to take part in back-and-forth conversations. Staff use a wide variety of successful techniques to communicate with children who need some extra support with this aspect of their development. As a result, gaps begin to close and children quickly begin to catch up with their peers.

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

- The manager has worked with all staff to build a curriculum of learning to help all children develop the skills and knowledge they need for their future learning. Because of this collaborative approach the curriculum aims are understood clearly by all staff. This enables them to deliver consistently high-quality teaching, focusing effectively on what children need to learn next.
- Staff understand that if children are to remember long-term what they have been taught, they need to revisit learning and have lots of opportunities to practise developing skills. For example, staff focus on some core stories each term. Children listen to these stories regularly and have opportunities to talk about them with staff and use what they remember about the stories in their play. Children are able to confidently retell these stories and talk about the different characters.
- Staff want to make resources and activities inviting for children. Overall, they do this very well. However, occasionally, in their enthusiasm to do so they over-complicate activities. This leads to children's attention being drawn away from the main learning intent at these times.
- The key-person arrangements are a real strength of the setting. Staff know how important these can be for children's sense of security and well-being. Staff are very attentive to all children, and especially so to their key children. They check

in with them regularly, offering encouragement, cuddles and big smiles as needed. Bonds form quickly and children confidently seek out their 'special person' when they need a little reassurance, or just because they thoroughly enjoy their company.

- Children learn to take turns, manage their emotions and consider the needs of others. Staff give children the words they need to ask for things politely and include others in their play. Staff's good practice in explaining words and phrases, such as 'sharing' and 'kind hands', helps children understand what is expected of them. Children behaving well for their age.
- Staff want children to enjoy a healthy lifestyle. They encourage children to spend lots of time outside and to engage in energetic play. Children have regular snacks and meals and are encouraged to drink plenty of water. However, staff's understanding in regard to promoting healthy eating is not always entirely accurate. This leads to missed opportunities to best help children make healthy choices around food.
- Parents are full of praise for the manager, the staff and the pre-school in general. They appreciate the priority staff give to keeping them informed about their children's progress and well-being. Staff work highly effectively with parents to identify and address any concerns about children's development.
- The manager is ably supported by the committee in her endeavours to provide high-quality care and education. Any additional funding is put to effective use to help close gaps in learning. Staff feel valued and appreciated. This leads to a happy work environment, which in turn leads to a happy learning environment for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe from harm. Staff supervise children closely and ensure the premises are secure and suitable. All staff demonstrate accurate understanding of the signs that could indicate a child is at risk of harm. Staff know how to share any such concerns, to protect children. This includes escalating any concerns to the relevant safeguarding partners, if the need to do so arose. The manager carries out thorough checks, to ensure the suitability of those employed to work with children.

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

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

- simplify how some activities are presented and delivered, to best help children focus on the intended learning at these times
- strengthen the curriculum around healthy eating and oral hygiene, to build further on children's developing understanding of healthy lifestyles.

## Setting details

<b>Unique reference number</b>	EY497565
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10301569
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Sunningwell Pre School CIO
<b>Registered person unique reference number</b>	RP901737
<b>Telephone number</b>	01865321708
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

Sunningwell Preschool registered in 2016. It operates from premises in the grounds of Sunningwell Church of England School in Abingdon, Oxfordshire. The pre-school opens Monday from 8.45am to 3.15pm, Monday to Friday, term time only. There are five members of staff. The manager holds a relevant childcare qualification at level 5, three other members of staff hold suitable qualifications at level 3. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Holley

## 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 her evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- Parents shared their views and the inspector took these into account.
- The inspector spoke with the manager and chair of the committee to find out about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.

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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