

Inspection of North Leigh Pre-school

North Leigh C of E School, Park Road, North Leigh, Oxfordshire OX29 6SS

Inspection date: 9 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff go to great lengths to welcome children and their families into the pre-school 'family'. Staff really get to know children well, finding out about their personalities and interests. Staff use this information very effectively to help children settle and enjoy starting pre-school. For example, staff ensure children's particular interests are reflected in the resources they put out. Staff are unfailingly gentle, kind and nurturing as they help children become familiar with pre-school routines. All of this good practice means that children receive a very positive start to their first experiences of being cared for, and learning, away from home.

Staff see the full potential in all children. Staff are very skilled at helping children gain the skills they need to become confident and curious learners. Staff are clear and consistent about behaviour expectations. Children benefit from being cared for by staff who consistently make excellent use of opportunities to build children's vocabulary, understanding, and confidence to express their views and needs. The well-planned and well-delivered curriculum for personal and language development gives children the skills they need to make friends, and get a lot out of their time at pre-school.

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

- Staff accurately identify any gaps in children's knowledge or life experiences. For example, they know which children need extra help with their speaking and listening skills and which children need encouragement to become more independent. Staff then tailor their teaching to children's individual needs. This helps children catch up with their peers. The manager uses any additional funding sensitively to enhance children's learning and sense of belonging.
- When deciding on activities and resources, staff fully consider how these can be used to extend children's vocabulary. Staff consider the words they can introduce and how to present activities in ways that really encourage children to talk about what they can see. Throughout the day staff consistently, and very effectively, encourage children to listen, ask questions and try out new words and phrases. This all has a very positive impact on children's language development.
- Occasionally, during times when children come together as a group, younger children's needs are not planned for as effectively as those of older children. Staff recognise that younger children may not be able to sit and listen for as long as older children at storytime. However, not all staff are fully confident how best to use this time to provide younger children with the same high-quality learning experience as older children.
- Children develop well into independent learners. Staff invest time in teaching children how to use resources purposefully. Children are then able to explore

and play with focus and enjoyment, practising what they have been shown. For example, children remember how staff have shown them how to use the picture on the puzzle box to find the pieces they need. Children create their own games in the 'mud kitchen', drawing on ideas staff introduced when previously joining in their play.

- Children have access to plenty of space and time to play energetically, developing a positive attitude to an active lifestyle. Staff are good role models, playing ball and running games with the children outside. Staff teach children the skills they need to access this area of the pre-school confidently. For example, they prioritise teaching children how to get up and down steps safely, so they can choose when to go outside.
- Staff are extremely successful at building supportive relationships with children and families. Children show a special fondness for their key person, which demonstrates children's emotional security. Parents give many examples of the help staff give as they navigate parenthood, such as the gifts or loan of books to read to their children.
- Staff make all children feel valued and special. They introduce children to some cultural experiences beyond their own. However, this aspect of the curriculum is not yet fully-developed to give children the best understanding of the diverse world in which they live.
- The manager, supported by committee members, leads her team with passion, commitment and great expertise. She has created a happy, skilled and confident workforce who want the very best for the children in their care.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate an accurate and detailed knowledge of the signs that may indicate a child is at risk of harm. Staff understand their responsibility to respond promptly to any such concerns. They understand the reporting structures within the pre-school and how to escalate any concerns themselves to external agencies, if there was a need to do so. The manager undertakes thorough checks to ensure the suitability of those employed to work with children. Staff ensure the premises are a safe and secure space, suitable for the care of children.

What does the setting need to do to improve?

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

- improve the organisation of some adult-led activities, to help younger children get the most out of these experiences
- develop further the curriculum in relation to helping children learn about their own and other cultures, to prepare children further for life in modern Britain.

Setting details

Unique reference number	2645970
Local authority	Oxfordshire
Inspection number	10301697
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	46
Name of registered person	North Leigh Pre-school CIO
Registered person unique reference number	2645969
Telephone number	01993880092
Date of previous inspection	Not applicable

Information about this early years setting

North Leigh Pre-School registered in 1992, but re-registered in 2021. It is located in a building within the grounds of North Leigh C of E Primary School, in the village of North Leigh, Oxfordshire. The pre-school is open from 7.45am to 3pm each weekday, term time only. This includes a breakfast club for children who attend pre-school or the adjacent school. The pre-school employs four staff. The manager holds early years professional status and two other staff hold childcare qualifications at level 3.

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 held meetings with the manager and representatives of the provider to find out about the leadership and management of the setting.

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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