

# Inspection of Cogges Pre-School

Cogges Church Centre, Witney, Oxfordshire OX28 3LA

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Inspection date: 4 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Staff set up the pre-school well and greet the children warmly on arrival. As a result, children leave their parents easily at the door and happily settle in self-chosen play. Children are confident and have formed some good friendships with each other. Staff promote children's self-esteem effectively through regular praise and encouragement. Children know the expectations for behaviour and help with tidying and setting up the table for lunch well. Children are developing their independence effectively. For example, they confidently put on their coats, hats, and gloves with little support before going outside and skilfully wipe their own noses.

Children enjoy the activities and experiences available to them, which supports their learning and development. For example, they visit the local farm and church and go out in the community, which helps them to develop their understanding of the world. Staff promote and develop children's communication and language skills effectively, through regular discussions and singing sessions. Staff plan and provide a varied curriculum for the children to enjoy. Planning is shared with parents to help them to know what their children are learning. Staff know how to support children in activities, and they monitor their progress reliably. This helps them to identify accurately what children need to learn next. Consequently, this helps the children to make the progress of which they are capable of.

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

- The committee, management team and staff have worked hard to improve the pre-school since the last inspection. Committee members have enhanced their understanding of their roles and responsibilities through training and they provide some much-needed support to the pre-school team. Staff comment that they are well supported and that they are confident in their duties following effective support, training, and supervision. The manager and staff regularly evaluate practice to reflect on what they are offering the children to enhance the quality of education offered.
- Staff plan and provide a varied and exciting curriculum. During their team meetings, they ensure that they are talking about the planning, key children and learning consistently. This helps them to ensure that children's individual next steps are well catered for and supported and promotes a consistent approach to teaching and learning.
- Children demonstrate a positive attitude to their learning. Children of all ages enjoy creative activities, such as painting, colouring and experimenting with scented dough. Children have opportunities for free play and adult-led activities, such as cooking. However, at times, particularly during planned adult-led group activities, staff do not encourage children to be as fully involved in these as the

can be. This means that children's choices and motivation for the activity are slightly lost.

- Staff provide a welcoming environment for the children. They support children to feel relaxed and at ease in their care. In addition, they maintain regular and familiar routines, to help children know what to expect next. Staff encourage and praise children effectively and give them the confidence to explore and have a go at something new. For example, as children explore polar bears in water, ice and pretend snow, the staff encourage children to feel the items and explore these imaginatively. Children play well together.
- Staff promote children's good health through regular handwashing routines and opportunities to play outside. Children have many opportunities to be physically active. For instance, they enjoy running freely around the garden and they have opportunities to develop their strength and coordination as they build and explore on obstacle courses.
- Staff promote children's language skills well. They provide an ongoing narrative to the children and ask a good range of questions to support their listening and attention skills. Staff repeat words and regularly read books with children. However, on occasions, the noise levels are high, and children have limited spaces where they can concentrate, engage in quiet activities or relax.
- There are strong partnerships with parents. Parents comment that 'they and their children are happy' and that they have seen some very 'positive changes' at the pre-school since the last inspection. Staff communicate with parents effectively and share information consistently.

## Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and indicators that may mean children are at risk of harm. In addition, they know the procedures to follow in the event of a concern about a child or adult. Staff complete regular risk assessments for the premises and outings away from the setting. In addition, they recognise the importance of supervising children closely, especially when eating. For example, they remind children to sit down when eating and they check that foods brought in from home are cut up to appropriate shapes and sizes. Appropriate suitability checks are in place to ensure that all adults working with children are safe to do so.

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

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

- improve adult-led group activities so that all children have the opportunity to participate and be involved
- create an environment that enables children to concentrate, play quietly and relax more easily without interruption.

## Setting details

<b>Unique reference number</b>	134463
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10279731
<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>	2 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Cogges Under Fives Association Committee
<b>Registered person unique reference number</b>	RP518018
<b>Telephone number</b>	01993 774594
<b>Date of previous inspection</b>	8 February 2023

## Information about this early years setting

Cogges Pre-School registered with Ofsted in 1992. It operates from Cogges Church Centre in Witney, Oxfordshire. The pre-school operates from 9am to 3pm on Monday, Tuesday and Wednesday, and Thursday from 9am to 12 noon. The pre-school is open term time only. The provider employs seven members of staff, of whom one holds a relevant qualification at level 5 and four hold a relevant qualification at level 3. The pre-school provides free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tracy Bartholomew

## 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 inspector spoke with the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- Children spoke to the inspector about the activities they took part in.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.

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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