

Inspection of Tingewick Pre-school Ltd

Village Hall, Buckingham Road, Gawcott, Buckingham MK18 4JD

Inspection date: 5 December 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

There are clear and concise intentions for what children will learn at the pre-school. Staff understand these and know how to support children's learning well. This helps children to acquire positive attitudes towards their education and they become adventurous and inquisitive learners. There is a strong focus on igniting children's interest in books and stories. At the beginning of the session, children arrive with their parents and carers and vote on what book they would like staff to read to them. Books are a stimulus for activities. During the inspection, children studied a model of an owl, following on from hearing a story about baby owls. Children drew their own pictures using their knowledge from the story and the model. The curriculum is well planned to be accessible for all children, including children with special educational needs and/or disabilities (SEND). Staff have high ambition for what all children can achieve.

Staff understand about how to manage children's behaviour effectively. They give children firm and clear boundaries. This helps children to know what is expected from them. Staff spend time getting to know about children's interests and devise enticing activities to help engage children. This is successful, and children spend time concentrating and paying attention to staff. During sessions to help promote children's communication and language development, children learn about sharing, taking turns and listening to others. This boosts their social skills.

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

- Staff think carefully about how they put the curriculum into action and create experiences for children to follow what fascinates them. For example, during the inspection, the role-play area was arranged as a police station. Children acted out their interest in arresting each other and spoke about what they understand about police work. Staff correct children's misunderstandings and build on their prior knowledge successfully.
- The pre-school moved to its current premises after a fire at the previous location. Staff recognise the limitation of being in temporary premises. However, they also appreciate the advantages of setting the room up each day for children's physical and imaginative play. Staff ensure that they deliver the curriculum in a manner that encourages children to remain motivated and interested in their learning.
- Staff identify when children need extra support and are swift in making referrals to other professionals. Recognising that children need to feel included and welcome, staff teach all children sign language to help them communicate with each other. Children with SEND receive good support from staff who are knowledgeable about their needs and track their progress closely. This helps to ensure all children make good progress and enjoy their time at the pre-school.

- Staff support children's communication and language development well. They spend time talking with children and asking them questions. Whole-group activities help children to take part, join in and sustain their attention.
- Children find out about each other's home lives and what makes them unique and special. Staff find ways for children to share their home stories, for example, through bringing their favourite toy and photos of their families into the pre-school.
- The manager is aware that children need to develop a good awareness of digital technology for their future lives. However, there is currently a lack of focus on this aspect of children's learning in the current curriculum.
- Staff know that some children attend other early years settings. The manager has tried to contact the settings where children attend but has not pursued this and developed relationships to exchange information. As a result, pre-school staff do not have the most relevant information to fully support some children's learning.
- The chairperson who leads the pre-school takes an active role in supporting staff and overseeing the curriculum for children. As a result, the pre-school runs smoothly and children enjoy reliable, consistent and good-quality care. The manager ensures that staff have good supervision, and all staff carry out regular training to update their knowledge and skills.
- On arrival, parents are welcomed into the setting by their children's key person. This gives parents the opportunity to find out what their children are learning. Parents say that they feel well-informed about the progress children make. Pre-school staff share information via an online app. Parents say this helps them to feel connected to children's learning and helps them to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the pre-school. The committee chairperson is clear about her responsibilities for ensuring that all staff and those with responsibility at the pre-school undergo suitability checks. Staff understand their role in identifying any children who might be at risk of harm. Each is aware of how to report any concerns about children's welfare to the designated person for safeguarding. The member of staff who is designated to lead safeguarding at the pre-school has a secure understanding of how to share information with local safeguarding partners. Consequently, arrangements for keeping children safe are robust.

What does the setting need to do to improve?

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

- enhance the curriculum to further increase opportunities for children to explore digital technology in their learning
- establish more productive relationships with other settings that children attend to share information to enable staff to support children's learning and development more precisely.

Setting details

Unique reference number	2662023
Local authority	Buckinghamshire
Inspection number	10311627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Tingewick Pre-School Limited
Registered person unique reference number	RP517685
Telephone number	07395028796
Date of previous inspection	Not applicable

Information about this early years setting

Tingewick Pre-school Limited registered in 2021 and operates from the village hall in Gawcott. The pre-school opens from Monday to Friday, term time only. Sessions are between 9am and 3pm. Children may attend for a morning session with the option of staying for lunch or an afternoon session. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 inspector discussed the intent of the curriculum, observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the chairperson of the committee. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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