

Inspection of Lewknor Preschool

Jubilee Hall, High Street, Lewknor, Watlington, Oxfordshire OX49 5TL

Inspection date: 18 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff know the children well and greet them warmly when they arrive at this small, village pre-school. Children settle quickly and are eager to join in with play as soon as they arrive. They have warm and caring attachments with staff and demonstrate their feelings of emotional security. They are able to choose from the wide variety of stimulating activities available to them inside.

Staff are good role models. Children feel safe, secure and listened to, as staff adopt a consistent approach towards managing behaviour. For example, children line up quickly when it is time to wash their hands before lunch. Children behave well and have good attitudes to learning. They are kind and considerate to each other and know how to share resources appropriately. Staff support children to build on their skills and knowledge to prepare them well for starting school.

Children initiate their own learning and are interested to play with a wide range of resources. For example, they explore with construction toys to design and build their own structures. They safely use tools, such as saws and hammers, with enthusiasm. Despite facing some challenges, children persevere with their play, and they proudly explain to staff what they have built. This helps to build children's confidence, resilience and self-esteem.

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

- Staff gather a range of information from parents when children join the pre-school. This helps the staff to know children's starting points and their wider life outside the pre-school. The leadership team provides a curriculum that follows children's interests and the development of the skills they will need for future learning. However, opportunities for professional development are not always closely linked to the needs of individual children, including children with special educational needs and/or disabilities (SEND).
- The transition process for new children joining or moving to pre-school is designed by staff to support children to feel safe and secure. Links with staff at the local school are good. This helps to promote a smooth transfer for children when they are ready to move on to the next stage of their learning.
- Children enjoy playing outside. The frost on benches enthral children, and they are fascinated by the ice covering leaves in pans. They excitedly call staff to see and share their discoveries. However, planning for activities in the outside area does not yet fully support learning across different areas of the curriculum. This means that children do not get the same rich experiences as they do inside.
- Staff support children's communication skills effectively. They develop children's understanding of common words and language patterns. Staff speak slowly and clearly to children, repeating words and modelling sentences so that they hear

the correct way to say them. Conversations flow easily between children and adults. Children want to share their interests and express themselves well.

- Staff encourage children from a young age to develop a real interest in books. Children freely choose books to read and show an interest in stories. They become engrossed as they snuggle next to staff to listen. They eagerly point to illustrations and predict what might happen next. This helps to broaden children's language development and widens the range of words they use.
- Staff promote children's good health. Children learn about, and can recognise, healthy and non-healthy foods and talk to staff about the differences. Children develop their physical skills through a range of experiences. For example, they practise their physical skills as they confidently manoeuvre ride-on toys around obstacles.
- Staff work together effectively. They report that they feel supported by their committee and feel that their well-being is always taken into account. Staff undertake statutory training and implement what they learn so that the children benefit. Parents are very complimentary about the pre-school and staff. They fully appreciate the efforts of staff to support them and their children.
- All staff are confident to follow safeguarding procedures, including the procedures for whistle-blowing, should they have concerns about a child in their care. All staff follow an induction process and receive mandatory training, such as safeguarding and paediatric first aid.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop teaching skills further, especially in relation to strategies to support children with SEND, so that all children make progress from their starting points
- improve how staff plan activities outside to ensure the curriculum and learning experiences reflect those planned for inside.

Setting details

Unique reference number	EY232687
Local authority	Oxfordshire
Inspection number	10308124
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	3 to 4
Total number of places	20
Number of children on roll	10
Name of registered person	Lewknor Preschool Committee
Registered person unique reference number	RP904727
Telephone number	07919 081088
Date of previous inspection	7 March 2018

Information about this early years setting

Lewknor Preschool registered in 2002. It is run by a committee of parents. It operates from the village hall in Lewknor, Oxfordshire. The pre-school is open on weekdays, during school term times, from 8.30am to 3.30pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs two staff, one of whom holds a relevant qualification at level 3.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The inspector and manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector held meetings with the manager and chair of the committee. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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