

Inspection of Charlbury Pre-School

The Old Grammer School, Park Street, Charlbury, CHIPPING NORTON, Oxfordshire
OX7 3PS

Inspection date: 8 March 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Recent improvements have significantly improved children's experiences. The manager has provided the necessary training for staff to improve their safeguarding knowledge. Staff ensure that children are safe by risk assessing the activities that they plan.

Staff plan a range of activities that interest and engage children. Children focus on, and develop, their play with their friends. Staff join in with children's games, offering suggestions that support their creative thinking. They ask questions that ignite curiosity as children consider the answers to the questions. For example, during a planting activity, staff ask children about what bulbs they need to grow. Children pause and consider for a moment before responding and sharing their ideas.

Children enjoy exploring the outdoor space. They develop their physical skills as they climb apparatus and ride bikes. Staff encourage children to take manageable risks. They encourage children to think about how they can climb safely.

Children behave well and are learning to regulate their emotions. Staff support and guide children through modelling positive interactions. Staff set expectations of behaviour with the children so that they know what to expect and when.

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

- The manager focuses on improving staff knowledge of the areas of learning they teach. She guides them to understand how children learn. She provides the training and coaching to improve the quality of teaching. She has effective systems in place for staff supervision. These help staff improve their skills and knowledge. Staff feel valued and comment on the support and guidance they receive.
- The manager and staff team have a clear plan for what they want children to learn. They have built on and developed the curriculum to improve outcomes for children.
- Staff plan activities for children that build on what they already know and can do. They use assessment well to review children's progress. Staff develop their plans to support the next steps in children's learning. Children make good progress. They have many opportunities to master their skills and learn new ones. Staff support children's learning through the conversations they have. They pose questions that promote children's communication and language skills. The manager and staff team create an environment that promotes children's learning. They consider and plan for all areas of the early year foundation stage. However, staff do not always engage in and promote children's interest in

mathematics.

- Children show a positive attitude towards their learning. They engage and focus on their chosen activity. Staff engage with the children and join in their play. They follow the lead of the children and model listening. This helps children take turns in conversation and listen to each other. Children are polite and show good manners when they take turns sharing a favourite toy.
- A well-established key-person system helps children form secure attachments. They show high levels of self-esteem and are resilient. Staff encourage children to develop their independence skills and promote their well-being. They praise children for their achievements. For example, children put on their coat and wellies to play outside. Staff share information with parents about their child's progress. They provide information on how children can be supported at home to build on their learning.
- Staff are caring and nurturing towards the children's needs and interests. They help children learn the language of feeling and be able to express their emotions. Children are beginning to recognise and understand what makes them unique.

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:

- enhance opportunities for children to develop their understanding of mathematical ideas.

Setting details

Unique reference number	133477
Local authority	Oxfordshire
Inspection number	10319073
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	28
Number of children on roll	24
Name of registered person	Charlbury Preschool
Registered person unique reference number	RP518022
Telephone number	01608 811200
Date of previous inspection	18 October 2023

Information about this early years setting

Charlbury Pre-School registered in 1992 and operates in the village of Charlbury, in Oxfordshire. The pre-school is open each weekday during term time, from 8.45am until 5pm. There are six members of staff. Of these, one holds a level 6 qualification and three have appropriate early years qualifications at level 3. The setting provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.

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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