

# Inspection of Duxford Preschool

c/o Duxford C Of E Community Primary School, St Johns Street, Cambridge CB22 4RA

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Inspection date: 25 March 2024

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children are exceedingly happy and settled in this highly welcoming and inclusive preschool. They come in eagerly, and readily go off to play and learn with their friends. Staff and children build exceptionally warm and caring relationships. Children are secure and confident. They enjoy having visitors to the preschool and invite them to join in their games. Staff engage children in exciting and purposeful play. Children respond positively to the high expectations of staff and make rapid progress in all areas of learning. They develop the key skills needed to be ready for school. Children develop self-care skills.

Staff help children learn to take responsibility for their environment. Children thoroughly enjoy the responsibility of going outside with a member of staff where they complete the daily checklist to identify any potential hazards. Children show exceedingly high levels of respect for their peers, such as when they work together on the sandpit 'building site'. Staff support children exceptionally well as they work together to construct, talking about the materials we need to build. Children confidently tell staff that they are making a flat surface on which to place the rubber 'bricks' as they flatten the sand. They have a positive attitude to learning and confidently lead their own play.

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

- Staff thoroughly understand the curriculum that is designed and sequenced to meet the unique needs of each child. Staff are skilled in adapting their teaching. Children respond positively to the high expectations of what they can achieve. They confidently seek staff out to share their play.
- Staff are highly responsive to children's interests. For example, when children are fascinated by how the wind blows paper from the table outdoors, staff extend their learning by encouraging children to decorate paper and make paper aeroplanes. Children delight in making their planes fly, are thoroughly engaged and interested. They are motivated and enthusiastic learners.
- Children benefit from interesting resources that promote their natural instincts to discover and explore. Staff provide a superb range of activities both indoors and outside that promote all areas of learning. Children who learn best from being outdoors can do so.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They skilfully talk with children and model taking turns in conversation. Staff actively listen to what children have to say and expertly extend and develop their vocabulary. Children are confident communicators.
- Children show consistently high levels of respect for each other. They learn about their own emotions and feelings and learn to consider those of their

friends. Children understand why rules are in place and help each other learn to share and take turns. They seek out their friends to play 'What's the time Mr Wolf' and use mathematical language confidently.

- Staff are excellent role models who talk to children in a calm and respectful manner. They help children learn to listen, concentrate, and respond promptly to requests and instructions. Staff support children's self-esteem well. They show a good respect for children's work and give meaningful praise for their efforts.
- Children's move from home to the preschool is managed well. Staff visit children in their own homes, where children can get to know them in a familiar environment. Staff get to know the children very well. They talk to children about their home lives, significantly enhancing their sense of belonging.
- Staff ensure that equality and inclusion are at the heart of everything they do with the children. They have a positive approach to diversity and support children to develop a positive sense of themselves. Children are valued as individuals. They are confident, resilient and independent.
- The preschool management team monitors the quality of the provision exceptionally well. They are highly effective in driving improvement. The learning and development requirements are monitored well. This helps to ensure that any gaps in children's learning are quickly identified, and any necessary interventions are sought.
- Staff benefit from an effective programme of supervision that manages their performance and supports their professional development. Staff are extremely motivated, enthusiastic and demonstrate a strong commitment towards maintaining excellence in all areas. They are a productive and cohesive team.
- Partnerships with parents are exemplary. Parents speak very highly of the preschool and staff. They report that the staff surround their children 'with care and love'. Parents describe how they are grateful for the dedicated staff who genuinely care about their children. They feel well informed and staff value them as their child's key educator.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY500863
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10207252
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Duxford Preschool CIO
<b>Registered person unique reference number</b>	RP906493
<b>Telephone number</b>	01223 830459
<b>Date of previous inspection</b>	14 May 2018

## Information about this early years setting

Duxford Preschool registered in 2016. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who holds a level 5 qualification. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

## 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 manager and trustee and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a tour of the preschool to help the inspector understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and trustee and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the preschool.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector, through face-to-face discussions and written testimonials.

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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