

Inspection of Greatworth Pre-School

Greatworth Cp Preschool, Helmdon Road, Greatworth, Banbury OX17 2DR

Inspection date: 16 April 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are greeted enthusiastically by the staff team. Staff provide a safe, welcoming and stimulating learning environment for children, inside and outside. Children settle quickly into play, are happy and enjoy their time at this friendly pre-school. They are interested in the activities, engage in learning and demonstrate enthusiasm and curiosity in their play. For example, older children eagerly tell staff where their car lands after they push it down the guttering channel they have built. This then becomes a game to see whose car travels the furthest.

Staff engage well with children and have high expectations of their behaviour, and as a result, children behave very well. Children's voices are listened to and valued by the nurturing staff team. Children happily take turns and share toys and often say 'please' and 'thank you' without being prompted. Staff support children's communication and language development appropriately. The manager, who is a good role model for staff, carefully asks open-ended and thought-provoking questions to engage and entice children in conversation. During small-world imaginative play, children tell the manager about who lives in the pretend house and what their characters are doing.

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

- Staff work sensitively with children, particularly children with special educational needs and/or disabilities or those who require extra support. They gather relevant information from parents and use this to adapt their teaching to accommodate the children's varying needs. Staff provide time for children to safely develop the skills and knowledge needed for their future learning.
- The manager is passionate about ensuring that children achieve the best outcomes and are ready for the next stage in their learning, such as starting school. She understands her role and responsibilities to ensure that staff are supported effectively. For example, the manager holds regular supervision sessions with staff. She completes daily observations of staff practice to help identify any training needs and to offer support to enhance their skills. Staff comment that they feel well supported by the manager. Together, they work hard on building a friendly team to create a good atmosphere for children to thrive.
- Staff make the most of spontaneous events to support children's knowledge and understanding of the world. A sudden hailstorm strikes enthusiasm and curiosity in children who are outside. Children squeal with excitement as they attempt to collect the hailstones in containers. The remaining children playing inside were also keen and eager to take part. They talk about how cold the hail is and watch it melt in their hands. Staff extend children's learning. Once the hail stops, staff quickly set up a painting activity with white paint and cotton wool. Staff talk to

the children and help them to recall and deepen their knowledge about hailstones as they explore textures and colours.

- Staff know the children well and generally understand what they want them to learn next. However, there are some gaps in staff's knowledge when planning activities and the best ways to implement them with children. In these cases, the planning is not precise enough to build on what children already know and can do.
- Staff help children to develop their small muscles and independence skills from a young age. For example, children confidently pour water and milk from jugs into their cups without spillages. Young children are building on these skills further as they attempt to use knives correctly to spread the butter on their toast.
- Staff plan activities to help children be ready for school. For example, they provide children with letter puzzles, paintbrushes to make marks and story time as different ways to support children's literacy skills. However, staff do not always focus on providing more meaningful activities for the younger children throughout the day. At times, some younger children are less engaged in activities when compared to their older peers.
- Staff understand the importance of working effectively with parents. The manager and staff fully involve parents in all aspects of their child's development and progress.

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:

- help staff to plan and tailor activities more precisely to children's individual learning needs to support them to build on what they already know and can do
- refine planning to develop activities that focus on what younger children need to learn next to help them remain focused on their play and learning.

Setting details

Unique reference number	EY540033
Local authority	West Northamptonshire
Inspection number	10339021
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	34
Name of registered person	Greatworth Pre-School CIO
Registered person unique reference number	RP540032
Telephone number	01295 713514
Date of previous inspection	27 November 2018

Information about this early years setting

Greatworth Pre-School registered in 2016 and is located at the rear of Greatworth Primary School, in Greatworth, Northamptonshire. The pre-school employs seven members of childcare staff. Of these, three hold relevant early years qualifications at level 2 or above. The manager holds an early years qualification at level 7. The pre-school opens Monday to Friday, during term time only. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, the staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of the suitability records of staff and the committee members.

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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