

Inspection of Chasewell Playgroup

C/o Chasewell Community Centre, Avocet Way, Banbury, Oxfordshire OX16 9YA

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 Good

What is it like to attend this early years setting?

The provision is good

The manager and staff are ambitious for all children, including children with special educational needs and/or disabilities (SEND). Staff put children's emotional well-being at the centre of their curriculum planning. They understand that if children are going to get the most from the learning experiences available to them, they first need to feel safe, secure and welcome. The impact of this approach is seen in happy children who are keen to learn.

Overall, staff plan with clear and relevant learning intent in mind. They ensure that children have lots of opportunities to develop their speaking and listening skills. Children enjoy talking with staff about what they are doing and sharing their news from home. They learn to listen to staff and each other. Staff thread opportunities for children to listen to stories throughout the day. Children look forward to these times, showing they are developing a love of books.

Children are often lively but, through well-embedded daily routines, learn to cooperate with requests from staff. For example, because it happens every day and at the same time, children know that on arrival they need to find a mat and settle down ready for 'circle time'. They pass mats to each other and make room for other children.

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

- The manager is a committed, knowledgeable and very effective leader. She has led a programme of improvements at the pre-school that has led to a stronger focus on ensuring that activities are planned with clear learning intent in mind. Opportunities for children to develop their social and communication skills are planned for especially well.
- Overall, the learning experiences offered to children are interesting and suitably challenging for their age and stage of development. However, in some areas of the curriculum, this is not fully consistent. For example, sometimes when planning for children's literacy development, staff focus on teaching children about letter sounds and formation, rather than the skills children need before they can do this successfully.
- Children with SEND receive highly effective support. Additional funding is used well to help children to get the most out of their time at pre-school. Staff deliver personalised programmes of learning and also offer the support some children need to join in with the day-to-day activities on offer. The impact of this is seen in the good levels of progress these children make.
- Overall, staff deliver effective teaching. For example, they join in as children play with dough or in the home corner, and help ensure that such play is meaningful and worthwhile. However, they are not as confident with children who are more

drawn towards energetic play. Staff focus on stopping the elements that are a little disruptive well. However, they do not always go on to help these children continue to follow their interests in other ways. This means that useful learning opportunities are sometimes lost.

- Staff create a positive environment where children learn well to be considerate towards each other. Staff are good role models, showing by example how to be kind and polite. Staff also deliver useful activities that teach children the skills they need to be able to share and play cooperatively. For example, children learn about turn-taking through well-structured, simple and enjoyable games.
- The care staff take to provide children with new experiences is a real strength of the setting, and something that parents especially appreciate. Staff value each child's home life and ensure that it is reflected in their time at pre-school. For example, they mark a wide range of different festivals in interesting ways. This makes all children feel equally valued and also helps children to learn about cultures other than their own. Children learn about road safety on trips into the local community. They experience the excitement of receiving post addressed to them.
- The manager has created a positive working environment, where staff feel supported and listened to. Staff report positively on the impact of training and mentoring and how this has improved their teaching skills. For example, staff feel much more confident in identifying clearly what they want children to learn from the experiences and activities they offer.

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 further some aspects of the curriculum, to enable a stronger focus on the skills and knowledge most appropriate to the age and stage of development of the children who attend
- support staff to become more confident in effectively supporting children engaged in unfocused, energetic play to take part in more meaningful learning experiences.

Setting details

Unique reference number	133597
Local authority	Oxfordshire
Inspection number	10335316
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	2 to 4
Total number of places	32
Number of children on roll	35
Name of registered person	Chasewell Nursery Committee
Registered person unique reference number	RP518023
Telephone number	01295 275 363
Date of previous inspection	12 June 2018

Information about this early years setting

Chasewell Playgroup registered in 1973 and operates from a community centre in the grounds of The Grange Primary School, Banbury. It is open from 9am to 1pm, Monday, Wednesday and Friday, and from 9am to 3pm, Tuesday and Thursday, term time only. There are nine members of staff, of whom seven have appropriate early years qualifications at level 3 or above. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector held meetings with the manager to find out about the leadership and management of the setting.
- Parents shared their views and the inspector took these into account.

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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