

Inspection of Burford Preschool

Tanners Lane, Burford, Oxfordshire OX18 4NA

Inspection date: 18 September 2019

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

Staff are very kind and nurturing. They work closely with parents to meet children's emotional needs. For example, staff provide lots of support and reassurance to children when they first start. Children settle well and quickly adapt to the routines of pre-school. Staff offer sensitive support to children who are learning to manage their own personal needs. Staff create a very positive environment. Children feel valued and are confident to express their thoughts and share their ideas. They are polite and well behaved.

Staff know the children well and want them to gain a wide set of skills. They provide the support and challenge that individual children need to achieve well. Staff are very inclusive. They make sure that all children can benefit from a full range of learning experiences, including children with special educational needs and/or disabilities. Children find the resources and activities interesting. They focus well and enjoy playing and learning alongside staff. However, during afternoons there is a little less focus on ensuring learning remains paramount.

The manager is keen to maintain and build on existing high standards of care and education. She recognises that she needs to monitor the quality of the curriculum more closely so that she can help staff develop their good teaching skills further.

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

- The manager and staff have a clear idea of the skills and knowledge they want children to acquire. They plan the curriculum effectively to prepare children well for the next stage in their learning. However, the range of learning opportunities is narrower in the afternoons than the mornings. That said, staff do ensure a strong focus of their teaching is on developing children's communication skills. They engage in meaningful two-way conversations with children, such as about children's families and homes. Children are confident to listen and talk. Staff plan regular opportunities for children to hear stories and look at books. Children show they enjoy these experiences.
- Overall, staff adjust their teaching and interactions well to the changing needs of children. For example, they gently encourage younger children to join in with more structured group activities. They sit next to them and help them listen and focus. Staff join in children's games to help ensure these times provide both fun and learning. For example, staff model how to be a 'customer' and a 'shopkeeper', introducing lots of relevant language. Children are able to continue with the game independently when staff move away.
- There are good relationships between staff, parents and children. Parents report that staff respect their views. The manager has created a culture where all parents and children feel welcome and valued. The impact of this is seen in

children's good levels of well-being. Children are keen to learn and confident to explore. Older children enjoy helping younger children. For example, they show them where to sit at mealtimes and how to help themselves to fruit and drinks.

- The manager creates a supportive work environment. Staff find her friendly and approachable. The manager encourages a 'team approach' to working. However, this sometimes hinders her ability to observe staff closely and evaluate the impact of how the curriculum is delivered. Although staff receive regular feedback on their performance, this is not focused enough on their teaching skills to help raise them to an even higher level.
- Children thoroughly enjoy the opportunities to be physically active. For example, they enjoy the challenge of climbing and balancing on large equipment outside. Staff encourage them to run and play energetically. For example, they set up treasure hunts outdoors and set children the challenge of collecting the 'treasure' as quickly as they can. Children move quickly, changing direction to avoid obstacles and laughing as they become out of breath.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff keep their safeguarding knowledge up to date. The provider follows thorough recruitment procedures to ensure those employed to work with children are suitable. Staff have a thorough understanding of their responsibility to keep children safe. They know how to recognise the signs that a child may be at risk of harm and how to share those concerns to safeguard children.

What does the setting need to do to improve?

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

- monitor teaching and the curriculum more closely so that support for staff can focus on developing their good teaching skills further still
- plan more precisely for the afternoons to ensure children continue to benefit from high-quality learning experiences throughout the day.

Setting details

Unique reference number	134452
Local authority	Oxfordshire
Inspection number	10108485
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	2 to 3
Total number of places	30
Number of children on roll	19
Name of registered person	Burford Pre-School Committee
Registered person unique reference number	RP518019
Telephone number	01993 824031
Date of previous inspection	24 April 2015

Information about this early years setting

Burford Preschool registered in 1992. It is situated in Burford, Oxfordshire. The pre-school operates from 9am to midday on Monday and Friday and from 9am to 2.30pm on Tuesday, Wednesday and Thursday, during term time only. The provider employs five members of staff, four of whom hold relevant childcare qualifications at level 3. The provider is in receipt of funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector completed a learning walk with the manager to find out about how the early years provision is organised.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector took account of the views of parents and children.
- The inspector observed staff and talked to them about their understanding of how children learn and develop.
- The inspector held a meeting with the manager and looked at relevant documentation.

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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