

Inspection of Burford Preschool

Tanners Lane, Burford, Oxfordshire OX18 4NA

Inspection date: 11 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted by staff with enthusiasm as they arrive, taking a genuine interest in the children and their families. Staff create a safe and nurturing environment where children are happy to explore and have fun. Effective key-person arrangements ensure that children receive personalised support. Children show growing confidence as they invite visitors to join in with their play. They feel emotionally safe and secure. Overall, children behave well.

Staff make sure that reading books are an important part of the daily routine. Children listen to the stories enthusiastically and recognise the familiar lines when staff read with them. Children act out actions to a favourite story and build on prior knowledge. For example, when reading a book about a bear hunt, children talk about polar bears. Staff discuss with children where the polar bears live, in comparison to the bear in the book. This promotes children's development of a love of books and literacy, as well as an understanding of the world.

Children's physical development is promoted well. Children have opportunities to climb, balance and run freely in the outdoor area. This helps to develop children's large-muscle movements. Inside, children have opportunities to practice their fine motor skills. For example, older children design their pirate treasure maps and some children are able to write and recognise letters in their names. All children enjoy kneading the dough and making their pretend cupcakes. This supports early writing skills, in preparation for the eventual move to school.

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

- Leaders provide effective support for their newly established staff team. They encourage staff to continually build on their skills and knowledge, such as through training. Staff report high levels of well-being and enjoyment in their roles. Leaders are passionate and strive for continual improvement.
- Although leaders have a clear vision for the intent of their curriculum, during adult-led activities staff do not implement this as successfully as they could. For example, staff do not fully consider how to make the best use of the environment they have created. For instance, staff plan enjoyable experiences such as the construction, sand and water activities. However, children do not always participate in purposeful learning as staff do not always engage children with the planned learning activities on offer.
- Staff support children with special educational needs and/or disabilities to make good progress. Leaders are good role models and support staff to plan and implement effective intervention activities, which target children's individual needs. Staff work effectively in partnership with external agencies and professionals, which helps children get the support they need to thrive. Any

additional funding the pre-school receives is used to support children's individual needs.

- Children are motivated to explore and investigate and, overall show good levels of curiosity and concentration. However, sometimes, during group activities some children find it difficult to maintain their interest. The organisation of these activities does not consistently support the different ages and needs of children at these times.
- Partnerships with parents are strong. Parents and carers speak highly of the setting. Staff communicate regularly through the digital application and involve families in home learning activities, such as story sacks and the weekend bear. This shared approach supports children's development well.
- Staff teach children about the nutritional benefits of food. For example, staff encourage children to try new fruits, they may not have experienced before. However, hygiene practices are not always consistent. For example, whilst staff encourage hand washing before eating, they do not always consider the hygienic handling of foods at snack time. For instance, when children take too much fruit with their hands and then return it to the shared plate. In addition, on occasions, staff do not always encourage children to wash their hands after sneezing, increasing the risk of infections spreading. Therefore, staff do not consistently support children to develop healthy lifestyle habits.
- Children generally behave well. Staff are good role models. They remind children of the pre-school rules and model respectful behaviour well. Staff help children understand how their actions affect others or support them to resolve conflicts independently. As a result, children are learning how to manage their behaviour effectively.

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:

- refine the planning of adult-led activities and ensure that the intent for the curriculum is consistently implemented in practice
- review and improve the organisation and timings of group activities to ensure all children are supported to remain engaged in learning
- ensure that staff give clear messages to children about the importance of adopting healthy lifestyle habits.

Setting details

Unique reference number	134452
Local authority	Oxfordshire
Inspection number	10394649
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	30
Number of children on roll	25
Name of registered person	Burford Pre-School Committee
Registered person unique reference number	RP518019
Telephone number	01993 824031
Date of previous inspection	18 September 2019

Information about this early years setting

Burford Preschool registered in 1992. It is situated in Burford, Oxfordshire. The pre-school operates from 9am to 2.30pm on Monday, Tuesday, Wednesday and Thursday, and operates from 9am to midday on Fridays, 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 and four years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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