

Inspection of Great Tew Pre-School

The Green, Great Tew, CHIPPING NORTON, Oxfordshire OX7 4DB

Inspection date: 29 November 2021

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 happy, safe and settled in this welcoming pre-school. They behave well and learn to take turns. Children demonstrate positive relationships with staff. For instance, they snuggle with staff to listen to a story and talk about the images they see on the pages. Staff have a secure knowledge of the children's needs and what they want them to learn. They consistently praise the children for their achievements. This helps children to develop their confidence and self-esteem.

Children show positive attitudes to learning. They benefit from daily fresh air and exercise. Children cannot wait for the doors to open and to be able to play outside. They wrap up warm and independently put on their coats and shoes for the icy weather. Children learn first-hand experiences about the natural world. They are delighted to observe the ice melting and use mini hammers to break the coloured ice in the tray. Children develop good physical skills as they move their bodies in different ways. For instance, they strengthen their muscles and develop their balance as they stretch and make different yoga positions. Children practise physical skills that will eventually support their early writing. For example, they handle various tools, knead and roll the dough, and use rods to find magnets hidden in the sand. This helps to develop children's smaller muscles and coordination.

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

- Overall, staff plan and deliver the curriculum effectively to encourage children's interests and development. Staff support children to extend their vocabulary. For example, staff introduce new words such as 'multicoloured' and explain to help children understand what this means.
- Staff are enthusiastic and keen to engage and interact in children's play. However, on occasion, staff do not focus clearly on the intended learning for the activity. This means that some elements of the learning are missed and staff do not maximise learning opportunities for all children.
- Children are highly motivated and have good opportunities to develop a love of books. They enjoy looking at a varied range of books by themselves or with staff. Children benefit from a book lending scheme so that every child has the chance to share their favourite books with their parents at home.
- Children learn about colours and numbers when they play and through general opportunities throughout the day. They learn mathematical concepts, such as 'full and empty' and 'more and less', as they fill their buckets with sand and ice. Children are enthusiastic and engaged in their learning.
- Staff have supervision meetings and they regularly attend training. They comment that they feel valued and are well supported in their roles. They are conscientious and enjoy working at the pre-school. The manager models, and

observes, staff practice. However, these observations are not focused enough on how staff deliver the curriculum, to enable regular feedback on their performance and to raise teaching skills to an even higher level.

- Staff provide effective support for children who need additional help to ensure they make progress. They work with parents and other agencies to ensure a shared approach to supporting these children and make sure that they benefit from funding, where applicable. For example, they use funding to buy additional resources, games and music sessions.
- Staff support children's understanding of the wider world effectively. They encourage diversity and extend opportunities for children to value their home backgrounds and their understanding of others well. Children are able to see and hear other languages. They respect one another and are supported to understand what makes them unique.
- The manager is dedicated and wants the best for the children in her care. She is a strong leader and is supportive of her staff team. The manager and staff team evaluate the experiences for parents and children. They regularly update their knowledge and are dedicated to the continuous improvement of the pre-school.
- Staff work well in partnership with parents and other professionals. Parents speak highly of the pre-school and the care that their children receive. Staff have formed strong relationships with the link school. They share information to help provide a smooth move for all children on to the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff provide a safe and secure environment for children to play and learn in. They have a good awareness of how to keep children healthy and safe. For example, they talk to children about healthy eating and promote good oral health habits. All staff have a good understanding of their responsibilities around safeguarding. They know how to identify any concerns regarding children or staff. They have a clear understanding of the procedures to take and how to make a referral themselves, if necessary. The manager ensures that safeguarding is always on the agenda at staff meetings and that staff's safeguarding knowledge is kept up to date, including regarding issues such as extremist views.

What does the setting need to do to improve?

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

- focus more clearly on the intended learning of activities
- build on the good systems for supporting staff, to further develop their skills and raise the quality of education to an even higher level.

Setting details

Unique reference number	133490
Local authority	Oxfordshire
Inspection number	10108477
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	13
Number of children on roll	16
Name of registered person	Great Tew Pre School Committee
Registered person unique reference number	RP901807
Telephone number	01608 683 186
Date of previous inspection	23 June 2015

Information about this early years setting

Great Tew Pre-School has been registered for over 25 years. It operates from within the grounds of Great Tew Primary School, which is situated on the Tew Estate, in Great Tew, in Oxfordshire. The pre-school is open Monday to Friday, from 9am until 3pm, term time only. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Five members of staff are employed to work with the children. Of these, four hold appropriate early years qualifications, including the manager who holds a degree in early years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector reviewed relevant documentation, including staff's qualifications, staff's records and evidence of paediatric first-aid training. The inspector had a discussion with the manager and the chair of the committee about the evaluation of the setting and plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection.

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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