

Inspection of Wootton and Dry Sandford Preschool

Community Centre, Besselsleigh Road, Wootton, Oxfordshire OX13 6DA

Inspection date: 24 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

Children are supported by experienced and nurturing staff at their pre-school. Overall, there is a wide range of enjoyable activities planned. In addition to planned activities, staff take advantage of spontaneous learning opportunities. For example, on the day of inspection, an unexpected air ambulance landed on the field adjacent to the pre-school. Children received this with mixed emotions. Staff stepped in quickly, showing kindness and reassuring children who were upset, as they did not like the noise. They extended children's learning for those who were excited. For example, they explained how the helicopter would land and supported children's developing vocabulary, using words such as 'rotating' and 'circulating'. Staff also extended children's understanding of the world as they spoke about the important role the emergency services play.

All children love opportunities to develop their imaginative play with small-world toys and in their home corner. There are lots of opportunities for them to develop their early literacy skills. For example, they take turns to choose their favourite book at story time. Children sit well alongside each other while listening to stories. They recall well-known stories and finish off repetitive phrases in the books. Children have daily opportunities to be physically active. They enjoy fresh air and exercise in the recently improved outside area. In addition, children enjoy the regular yoga and football sessions.

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

- Staff have a good understanding of their curriculum and how children learn. Overall, they plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know. This helps children to make good progress.
- Partnerships with parents are strong. Parents leave glowing testimonials praising the stable staff team. They feel supported with how to help their children at home and receive regular updates about their children's learning.
- Children behave well. Staff set consistent boundaries, which helps children to understand the expectations for their behaviour. For example, staff use sand timers which support children in understanding when changes in routine will happen, such as the amount of time left to finish eating their lunch. Children have good manners and are kind and considerate to everyone.
- Key-person relationships are exceptionally strong, and staff form close, professional relationships with parents and families. This has huge benefits for supporting children as they settle at the pre-school. The warm and inclusive approach supports all children to feel welcome. Within the pre-school, children show empathy and respect for staff and each other.
- Staff are skilled at communicating effectively with children. They hold

conversations and join in with children's play. However, at times, such as during self-chosen play, staff focus on supporting one or two children at a time and do not always ensure that all children are involved and engaged in meaningful learning.

- The special educational needs and/or disabilities coordinator works closely with families, staff and other agencies involved in children's care. This enables children with special educational needs and/or disabilities to benefit from highly effective support with their ongoing progress. Effective use of additional funding enables children to access high-quality care and learning opportunities throughout their time at the pre-school.
- The manager works very closely with her well-established team. Staff say that they enjoy working at the setting and feel that they are valued and respected in their roles. The manager meets regularly with staff to offer advice and support. However, she has not fully established arrangements to identify any gaps in staff's knowledge and target staff's professional development to continue to refine the quality of teaching.
- Children learn the importance of following a healthy diet and lifestyle. They follow good hygiene routines and enjoy growing and trying different fruit and vegetables at snack time. Staff help children to be ready for school, as they provide many opportunities to develop children's independence. For example, children are supported to butter their crackers and chop their own fruit at snack. They are also able to put their coats and boots on before going outside to play.
- The manager has successfully implemented strategies to involve parents in their child's learning journey. This includes creating a lending library where parents can take props and resources home to develop and support learning further. For example, this includes ideas for how parents can support their children's physical development with ideas about 'how to get physical'.

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:

- support staff to encourage all children to get involved and engaged in meaningful learning, especially during times when they have free choice of activities
- strengthen and improve supervision arrangements to support staff's professional development needs, knowledge and skills.

Setting details

Unique reference number	133413
Local authority	Oxfordshire
Inspection number	10335147
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	26
Number of children on roll	24
Name of registered person	Wootton and Dry Sandford Preschool
Registered person unique reference number	RP518102
Telephone number	01865 806288
Date of previous inspection	6 June 2018

Information about this early years setting

Wootton and Dry Sandford Preschool registered in 1993. It operates from the community centre in the village of Wootton, near Abingdon, Oxfordshire. The pre-school opens Monday to Friday during school term times, with various sessions between 9am and 3pm. The pre-school receives funding to provide early education for children aged two, three and four years. It employs five staff, four of whom hold recognised early years qualifications at level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector talked to staff, the provider 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024