

Inspection of Hanborough Meadows Pre School

33 Norridge Way, Long Hanborough, Oxfordshire OX29 8FL

Inspection date: 6 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The pre-school is full of very happy children who clearly thoroughly enjoy being there. Children show a very positive attitude towards their play and learning. They are keen and inquisitive, finding the environment and resources fascinating and stimulating. Children are well mannered, polite and welcoming to visitors.

Children benefit from being cared for by staff who understand that for children to learn well, they must first feel safe and secure. Children new to the pre-school spent plenty of time with their key staff, and quickly build bonds with them. Children receive plenty of smiles and cuddles. They settle quickly and begin to confidently and happily explore and learn.

Staff have carefully assessed the impact the COVID-19 (coronavirus) pandemic had on children's experiences and well-being. Staff have adjusted the curriculum accordingly. For example, there is an even stronger emphasis on children's personal and social development and their communication skills. Throughout the day, children receive very good-quality teaching to help them make good progress with these skills. They hear language which is interesting and relevant, and have plenty of opportunities to share their thoughts and ideas.

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

- The manager ensures staff understand the curriculum intent well. This means there is common purpose to the teaching. Staff work very effectively as a team. They focus especially well on helping children develop their social, communication and physical skills.
- Staff are especially skilled at supporting children's developing speaking and listening skills. Staff consistently model clear and relevant language. They leave gaps in conversations for children to practise their own speaking skills. Children delight in learning new language. For example, very young child listen carefully to new words, such as 'bowl'. They repeat the new word, and staff listen and clap. This encourages children to keep trying and learning.
- Overall, staff teach the curriculum very well. However, sometimes when children come together as a group, the teaching does not closely match the most immediate learning needs of the children taking part. At these times, some children become distracted.
- Staff make regular assessments of children's progress. However, staff do not always check back on what children have learned and remembered during, and immediately after, activities to build the fullest picture of each child's learning.
- Staff want children to feel part of their local community and understand their place in the wider world. Children have helped with local litter picks, visited local shops and met people of all different ages. They try foods from around the

world and listen to stories about their own and other cultures. They are gaining a good understanding of who they are and their place in the world.

- Staff make very good use of resources and equipment to support children's development. They carefully plan what they will make available to children and how they will present resources, always with a focus on improving children's knowledge and skills. For example, staff provide a range of movable climbing and construction materials in the garden. This way they can offer lots of different opportunities for climbing, balancing and building.
- Very young children who are new to the setting are given lots of attention to help them use available resources. Staff quickly notice when these children are interested in activities but don't quite know how to join in. They show them what to do kindly and effectively, and stay with them until they are playing happily and purposefully. This attention means these children are quickly getting the many benefits of being at this pre-school.
- The manager acts with integrity. She uses additional funding effectively. She ensures all children have access to the full range of learning experiences on offer. For example, she organises forest school so that all children have opportunities to experience it.
- The manager, ably supported by the provider, has created a very happy workplace. Staff report that it is the best place they have ever worked. They appreciate the regular and honest feedback they receive on their performance, especially new and less-experienced staff members. There is a real culture of wanting to be the best they can be, so they can do the best for the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and provider take effective steps to ensure staff fully understand their safeguarding responsibilities. Staff have an accurate understanding of the signs of potential abuse or neglect. They know how to share these concerns, including how to escalate any concerns beyond senior staff at the pre-school. The provider follows robust and effective recruitment procedures to ensure those employed to work with children are suitable to do so. Staff supervise children closely to keep them safe. The premises are safe and secure.

What does the setting need to do to improve?

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

- focus teaching more precisely on what children would most benefit from learning next, when children come together as a group
- sharpen how learning from activities is assessed and identified.

Setting details

Unique reference number	2518738
Local authority	Oxfordshire
Inspection number	10207975
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	27
Name of registered person	Long Hanborough Playgroup Committee
Registered person unique reference number	RP518071
Telephone number	07818 553127
Date of previous inspection	Not applicable

Information about this early years setting

Hanborough Meadows Pre School registered in 2019 and is located in Long Hanborough, Oxfordshire. The pre-school is open Monday to Friday during term time only, from 8.30am to 3.15pm. The provider employs six members of staff, all of whom hold relevant qualifications between level 3 and level 6. 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 (coronavirus) pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector held meetings with the manager and the provider and spoke with other members of staff 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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