

Inspection of Cumnor Preschool Nursery

Oxford Road, Cumnor, OXFORD OX2 9PQ

Inspection date: 15 May 2024

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 arrive confident and happy, ready for their day at the setting. They excitedly run through the gate and are greeted by friendly staff. Children show that they know the routine well. They put their belongings away and choose activities staff have planned. Staff have strong bonds with the children, and children show that they feel safe and secure. They seek out staff if they need comfort or reassurance.

Staff have high expectations for children's behaviour and development. Children behave well. They listen to staff and follow instructions. Children have a positive attitude toward learning and make good progress from their starting points. Staff engage well with children as they play. This supports children to stay at activities for extended periods of time.

Staff provide children with a good range of new and exciting experiences that capture their imaginations. For example, children have been learning about the life-cycle of butterflies. They followed their own caterpillars through their journey to become butterflies. Children excitedly gather around as the butterflies emerge from their cocoons. Children discuss how the butterflies look and that they cannot fly yet as their wings are damp. During carpet time, children recall the journey the butterflies have been on during their transformation.

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

- The management team has clearly defined their roles and responsibilities which ensure the smooth running of the nursery. The implementation of the well-planned curriculum is regularly evaluated to meet the needs of the children that attend. Activities are planned around children's interests and focus on areas that they are less confident with. Staff recognise that children are exposed to technology. However, online safety is not yet included in the curriculum.
- Staff support children's communication and language well. Staff talk to children about what they are doing and ask questions, giving children time to think and respond. They recognise children's different communication styles and adapt their approach to support these. Children who learn English as an additional language make good progress. Staff work with parents and use words from their home language. Visual timetables are also used to help children understand what is happening throughout the day.
- Staff encourage children to use their imaginations through play. For example, children throw shredded paper in the air and pretend it is snow. They jump around excitedly, laughing with their friends as the 'snow' falls around them.
- Mathematics is incorporated into activities that capture children's interests. Trains are numbered, children link numbered carriages together to help them

understand number order. A dinosaur activity encourages children to match numbers and quantities. Children count as they sort the dinosaurs into groups. Staff encourage them to add and take away dinosaurs and count the outcome.

- Staff support children to recognise their personal, social and emotional needs. They talk to children about how they feel and how their actions affect others. Staff plan activities to help children understand their emotions. They encourage children to take turns and share through small group games. For example, children play a colour matching game. They patiently wait while their friends take their turns.
- Children are supported to lead healthy lifestyles. Staff plan activities to help children develop their physical skills. Children enjoy spending time in the garden, riding on scooters and in cars, and playing with their friends. Children skilfully navigate an obstacle course. They wait for their turn and proudly show adults how they use their balance and co-ordination to move around the course.
- Staff support children with special educational needs and/or disabilities (SEND) well. When staff recognise delays with children's development, they work with parents to provide consistency in supporting children's progress. Staff contact other agencies and make referrals to ensure that children get the help and support they need in the quickest time possible. This means that children with SEND make good progress.
- Staff provide parents with daily verbal feedback. Updates on the nursery app provide parents with information about their child's progress. Feedback forms provide opportunities for parents to say what changes they would like to see. Staff then use this information to evaluate the setting and meet the needs of children and their families.

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:

- develop the curriculum to ensure children have opportunities to learn how to stay safe online

Setting details

Unique reference number	133397
Local authority	Oxfordshire
Inspection number	10335339
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	28
Name of registered person	Cumnor Pre-School Nursery Committee
Registered person unique reference number	RP907425
Telephone number	01865 864614
Date of previous inspection	13 June 2018

Information about this early years setting

Cumnor Preschool Nursery registered in 1993. It is open Monday to Friday, from 9am until midday and from 12.15pm until 3.15pm. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. There are five members of staff; of these, three hold a qualification at level 3 and one holds early years professional status.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery management team and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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