

Inspection of Harbury Preschool

High Street, Harbury, Leamington Spa CV33 9HW

Inspection date:

5 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress across every area of their learning. Staff are highly skilled at supporting and challenging them to try and reach their full potential. Staff consistently demonstrate exemplary practice across the provision, serving as excellent role models for children. Children demonstrate levels of engagement, concentration and enthusiasm in their learning that exceed the typical expectations for their age. For example, children are fascinated as they learn about how recycling supports their role in caring for the planet. Older children utilise their extensive vocabulary to engage in discussions with staff in a group setting. They describe how they plan to dress up for their part in the local carnival on the pre-school float.

Promoting children's communication skills is a focus that is embedded and evident throughout the pre-school. Staff use stories to link children's learning across the curriculum as they develop a love of books. Children listen and respond with thought as staff speak calmly and quietly to them. Children demonstrate prior learning in the cosy book corner as they pick out a story about how rubbish has an impact on sea creatures. Children become independent, managing their self-care needs efficiently, as a result of receiving appropriate support to persevere with challenging tasks. Children are confident and competent learners. They are well-prepared for their eventual move to school.

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

- Leaders are inspirational. They support staff highly effectively, and this contributes positively to a culture of reflection and excellence across the provision. Staff describe how well they feel supported. For example, highly effective supervision sessions help them build their knowledge and continuously reflect on their practice. This enables them to meet children's individual needs at the highest level.
- Leaders and staff maximise links in the local community, which contributes to children's understanding of the world around them. For example, staff plan exciting visits to the local market, where children select and weigh fruits and vegetables. Upon returning to pre-school, they prepare these for snacks. Children show a much greater interest in the fruit that they have bought, which encourages them to try new foods
- Staff are exceptional role models for children's communication and language. They skilfully deliver targeted interventions that support children in making substantial progress in their attention, listening and speaking skills. As a matter of course, staff use extensive vocabulary that builds on what children already know. They ensure that children hear new words in context and help them to understand the meaning. For example, children learn about the difference

between paper, metal and plastic as they engage in a recycling activity.

- Leaders plan creative role play opportunities to extend children's understanding of the world around them. Children benefit significantly from uninterrupted periods of play as they engage with others in pretend games. They negotiate the roles as well as the rules in their cooperative play. Children demonstrate kindness and compassion towards others, which helps quieter children become more involved in play.
- Children practise and refine their physical skills through access to varied resources. Staff deploy themselves effectively to ensure high levels of interaction. For example, they engage with children who enjoy creating and painting models of minibeasts for use in the carnival. In contrast, others explore water by filling, emptying and capturing it in the outdoor area. Both experiences support children in refining their hand-eye coordination and fine motor skills while staff extend their knowledge of mathematical concepts such as capacity, volume and shape.
- Staff maximise opportunities for children to develop high levels of independence through firmly embedded care routines. Children competently wash their hands before and after mealtimes. Staff encourage them to persevere with their lunch when packaging and containers need to be opened. Children confidently use tongs to select their fruit and competently manage small jugs to pour their drinks. All of these routine activities help children develop essential life skills.
- Partnership working with parents is exceptional. Staff respect parents as their child's first educators, gathering information when children first start. This, coupled with skilful observations of children in the setting, contributes to planning that reflects children's individuality and supports them to make strong progress and achieve the best possible outcomes. Parents share that they feel exceptionally well involved and included in their children's learning and development.
- Staff are consistent and sensitive as they support children to make positive behaviour choices. They skilfully engage children when they struggle to follow the rules, and this supports them in understanding staff's expectations. Leaders have developed a creative approach using five superheroes to embed the skills that children need to self-regulate. This helps children to understand the impact of their behaviour on others.
- Staff are excellent role models for respectful interaction. As a result, children respond positively to them. For example, they want to help with visual and sound cues that inform others of what is happening next. Staff use 'now and next' images to support all children's understanding of the routine, which contributes positively to their feelings of security.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2716504
Local authority	Warwickshire
Inspection number	10388427
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	16
Number of children on roll	33
Name of registered person	Harbury Preschool
Registered person unique reference number	2716503
Telephone number	07833597973
Date of previous inspection	Not applicable

Information about this early years setting

Harbury Pre School was established in 1972 and re-registered in 2023 due to a change of ownership. The pre-school employs seven members of childcare staff, all of whom hold early years qualifications at level 3 or level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders and staff 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 is having on the children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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