

Inspection of North Hinksey Pre-School and Childcare Club

North Hinksey C of E School, North Hinksey Lane, Oxford, Oxfordshire OX2 0LZ

Inspection date:

18 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

Good

What is it like to attend this early years setting?

The provision is outstanding

All children and their parents receive an extremely warm welcome on arrival at pre-school. Children settle exceptionally well, and there is a highly effective key person approach, enabling children to make excellent bonds with staff.

Staff are superb in their teaching skills and repetition of language. Through story-telling, reading books, singing and discussions staff strive to broaden children's vocabulary with an excellent understanding of ideas and concepts and the meaning of words. For example, outside, children play on their pretend pirate ship. They make marks for purpose as they plot treasure maps and make telescopes where they add their names which they proudly show the inspector. They ensure they are safe on their pirate ship, as they wrap masking tape around the railings, knowing to mark it with sideways strips, which indicates it is a risk and can be dangerous. They discuss the Loch Ness Monster, with its long neck and large wavy tail and how he will transport himself, from Oxford to Scotland.

Children display high levels of confidence, engage for prolonged periods and are curious learners. They behave impeccably, are polite and well-mannered. For example, children make a pretend birthday cake, moulding it out of the clay and adding a range of herbs to explore texture. The cake is shared with pre-school friends and children ask, 'what do you think of my cake?' Children are full of praise, declaring, 'I think it is amazing!' Children are proud of who they are and what they can achieve at pre-school.

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

- Dedicated leaders have a profound commitment to continuous reflection and self-evaluation. They lead the staff team with vision and passion. Leaders demonstrate an uncompromising commitment to providing children with the highest level of care and education. They have high ambition for what children can achieve regardless of their backgrounds and previous encounters. The pre-school offers all children exceptional learning experiences.
- Leaders are well established and extremely supportive of the staff team. They strive to continually improve practice and support all children. Staff attend a range of extensive targeted training to enhance their skills and knowledge of their role and how best to educate young children, and this is reflected in the practice. For example, staff attended training focusing on children's learning post COVID-19, especially focusing on communication and language, early mathematics, and personal, social, and emotional, development. In addition, staff undertake a vast amount of reading and research in the early years sector. These strategies have had a positive impact on their planning of activities and the environment to increase children's learning.

- Staff report that there is an exceptional team ethos, where they receive endless support for their development and well-being. They comment that they feel listened to and that the extremely high levels of training on offer enables them to feel completely valued.
- Clear intent and implementation of a high-quality, well-planned and carefully thought-out curriculum has a great impact on the children and their learning and development. Children are curious, inquisitive and highly motivated learners. For example, children spend time mixing food colouring in water, in an activity aimed at developing their hand-to-eye coordination and fine-motor skills. Staff are highly skilled to ask questions to encourage children to talk about what they are doing and problem solve using mathematical language. For instance, they ask how much water can be poured into the cup before it overflows and asked to predict what would happen if they mix the blue with the yellow, ahead of them mixing the colours.
- Staff's interactions with children are exceptional. They respond sensitively to the children and communicate with them in a variety of ways. Children's speech and language development is prioritised in the pre-school and staff are highly skilled and effective at supporting children to acquire language. They use a variety of communication methods to support all children to make superb progress in their speech and language development. For example, they have daily focused small group sessions. This starts with a listening walk, as they move into a dedicated room, asking the children to recall what they have heard on their journey. This is then extended to a time appropriate activity, focusing on language and repetition, to support those children really develop, and deepen their communication and language skills.
- A highly effective key-person system is in place. All staff know all children exceptionally well. Staff use their in-depth knowledge of each child's home life and cultural background to ensure it is represented, respected and celebrated at pre-school. For example, a range of parents and carers visit the pre-school. Children recall the basil being used in the clay activity, is the same as when the chef came to preschool to make the Italian pizzas. Children are proud of who they are and what they can achieve.
- Staff go over and above to secure timely interventions and target support for individual children at the earliest opportunity, including for children who have special educational needs and/or disabilities, and English as an additional language . For example, these children will have home visits from leaders of the pre-school. These interventions contribute to the rapid and substantial progress that all children make over short periods of time. Leaders source additional funding for specific children's needs. Staff use this to extend and enhance children's learning experiences.
- Partnerships with parents are exemplary. Parents completely value staff's support and guidance about child development and feel completely involved in their children's time at the setting. Parents in their testimonials consistently use the word 'thrive' to describe their children's time at pre-school, attributing this to the staff team and leadership of preschool. Staff continually share children's learning so that parents can seamlessly continue this at home.
- Children behave exceptionally well. Staff manage children's behaviour in

extremely positive ways. They use a range of strategies to support children's understanding of their emotional regulation. For example, they have introduced a range of songs to support changes in routines, such as identifying when it will be time to tidy up for lunch. All children join in with the tasks of putting away the resources and receive high levels of praise encouraging them. Staff sing a song to aid the process, which also praises children for their efforts and so they continue to help.

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	EY282708
Local authority	Oxfordshire
Inspection number	10388626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	36
Name of registered person	North Hinksey Pre- School & Childcare Clubs Committee
Registered person unique reference number	RP522263
Telephone number	01865 794287
Date of previous inspection	19 July 2019

Information about this early years setting

North Hinksey Pre-School originally registered in 1972 and it registered at its present setting in 2004. It operates in the grounds of North Hinksey Church of England Primary school, in North Hinksey, Oxfordshire. Sessions are from 8am to 8.45am for the breakfast club, 8.45am to 3.15pm for the pre-school, and 3.15pm to 5pm for the after-school club. These sessions are offered on a Monday to Thursday, with no breakfast club or after-school on a Friday. The setting opens during term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs seven members of staff. The manager holds a relevant qualification at level 7. One member of staff holds early years professional status and one holds qualified teacher status. All the remaining staff hold relevant qualifications from at least level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector talked to the manager, staff 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.

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