

Inspection of Middleton Cheney Preschool Limited

Main Road, Middleton Cheney, Banbury, Oxfordshire OX17 2PD

Inspection date: 9 July 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. The provider has not followed the correct procedures to ensure all those involved in the setting are suitable to work with children. That said, children are happy and settled. They arrive at this welcoming and nurturing setting with enthusiasm. They are warmly greeted by familiar, caring staff, who know them well. This strong sense of belonging helps children settle quickly and feel emotionally secure.

All children, including those with special educational needs and or disabilities (SEND), benefit from a curriculum that motivates them to learn by building on their interests. For instance, staff recognise children's love of the outdoors and set up learning opportunities that encourage children to make choices in their play and follow their curiosity. Children thoroughly enjoy the mud kitchen. They cooperate well as they help each other access water, pick flowers and use utensils to mix their own concoctions. This supports children to develop good social skills as they play alongside their peers.

Staff understand how to support children to manage their own behaviour and regulate their emotions. Staff use fun daily routines to promote a positive attitude to learning. For example, children enthusiastically take part in their morning wake up dance, where staff help them to stretch, balance and move their bodies. This helps children to release their energy and be ready to learn.

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

- The provider has failed to notify Ofsted of changes to individuals associated with the setting. They have not provided the relevant information in order that Ofsted can carry out checks to ensure they are suitable for their role. The provider has not fulfilled their duty to meet this statutory requirement of the early years foundation stage. Therefore, the safety and welfare of children are not assured.
- Children's speech and language development are well supported throughout the setting. Staff regularly sing songs and read stories with children, helping them to use repetition to reinforce key words and phrases. As children play, staff extend their vocabulary while engaging in conversations. For instance, as children find insects in the garden, staff talk about where bugs like to live. They introduce words such as 'habitat' and 'scurry' as children lift logs to search for insects. These interactions support children to become confident talkers.
- Children with SEND are extremely well supported. Staff quickly identify gaps in children's learning and implement personalised targets to support their development. Staff work closely with parents, make referrals to outside agencies and use additional funding to pay for specialist training and support. This means children with SEND receive the targeted support they need in order to make

good progress.

- Staff weave early mathematics into children's play. As young children explore the dough, staff help them to count as they add objects. Staff encourage older children to use a tape measure to compare heights of the structures they have built using language, such as taller and shorter. These interactions support children to learn about mathematical concepts.
- Physical development is encouraged for all children. Children use the outdoor play equipment to run and climb. Staff provide instruction on safety practises, such as holding their arms out when balancing. Staff also guide children to assess and take manageable risks, like waiting for an adult before jumping from a height. These activities help children learn about and manage their own safety.
- Children use technology within the setting. Staff help children to access the internet to carry out research. However, although children are well supervised during internet usage, leaders do not plan opportunities to help children learn about online safety when accessing devices. This does not support children's understanding of how to keep themselves safe when accessing the internet.
- Staff share information with parents about their child's day, their next steps for learning and how parents can continue with their child's learning at home. Parents are exceptionally happy with the level of care and learning their children receive and comment on the good progress their children have made since attending the pre-school.
- Leaders place a high priority on staff training and development. The well-qualified staff team have the skills and knowledge required to deliver good-quality teaching. Staff feel well supported and attend training regularly to ensure their knowledge is up to date. This means children receive good-quality interactions from staff.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide Ofsted with the required information to ensure the suitability of all individuals associated with the setting.	30/07/2025

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

- support children's understanding of how to keep themselves safe when accessing the internet.

Setting details

Unique reference number	EY546559
Local authority	West Northamptonshire
Inspection number	10399069
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	66
Name of registered person	Middleton Cheney Pre-School Limited
Registered person unique reference number	RP907009
Telephone number	01295 712353
Date of previous inspection	19 November 2019

Information about this early years setting

Middleton Cheney Preschool Limited re-registered in 2017. The pre-school originally registered in 1983 by a voluntary management committee. It operates from the village of Middleton Cheney, near Banbury. The pre-school employs 12 members of staff. all staff are qualified at level 3 to 6. The pre-school opens from Monday to Friday, during term time only. Sessions are available from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the deputy manager carried out a joint observation of a adult-led activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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Piccadilly Gate
Store Street
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