

Ettington Preschool Ltd

Unique reference number (URN): EY342741

Address: Ettington C of E Primary School, Churchill Close, Ettington, Stratford-upon-Avon, Warwickshire, CV37 7SP

Type: Childcare on non-domestic premises

Registered with Ofsted: 30/03/2007

Registers: EYR, CCR, VCR

Registered person: Ettington Pre-School Ltd

Inspection report: 3 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

All children who attend this setting become extremely confident and effective communicators. Children with special educational needs and/or disabilities (SEND) who are unable to communicate verbally learn alternative ways of communicating. For example, staff and children use signs and gestures along with language for greetings, names and other key words. This enables all children to express their needs.

Children with SEND make excellent progress from their starting points in development, particularly in their physical, personal, social and emotional development. Staff support disadvantaged children effectively so that any gaps in their learning reduce. Children secure breadth and depth in their knowledge and skills across the 7 areas of learning and development. For example, children learn vital skills, such as how to share and get along, as well as how to hold a pencil and write their names. This prepares children well to transition to school with the skills they need to flourish in their future learning.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders record, monitor and evaluate children's attendance and punctuality effectively. They identify patterns and reasons for any inconsistencies and work actively with families to improve children's attendance and punctuality. This helps families to establish important habits for later success.

Leaders and staff embed a culture of kindness, care and respect. Children learn to collaborate and get along with others, and staff model this in their interactions with each other. Children learn the reasons for the setting's rules. For example, when children throw sand, other children remind them that they should not throw sand because it could hurt someone. This helps children to understand how their actions affect others and helps them to develop self-control.

Leaders and staff have high expectations of children's behaviour, which they consistently and gently remind children of throughout the day. Children behave very well and demonstrate that they know right from wrong. Staff skilfully adapt activities as necessary to support children with special educational needs and/or disabilities and enable their best possible behaviour.

Children benefit from predictable and well-embedded routines. For example, children explain there will be story time, and children know that when the timer runs out, it is time to tidy up. These predictable routines help to create an extremely productive and positive learning environment.

Children's welfare and wellbeing

Strong standard ●

Leaders have a comprehensive understanding of the children they care for. They are highly aware of and responsive to the varying needs and changing circumstances of individual children and families. The highly effective key-person system ensures that every child has a consistent and secure relationship. This helps children to feel safe.

Leaders consistently prioritise children's welfare and wellbeing. For example, in response to an update of legislation, leaders are focusing on strengthening their policies, procedures and practices to ensure that they provide healthy, balanced and nutritious food. This ensures that practice is consistently up to date with the latest research and guidance around how to keep children healthy and safe.

Staff successfully support children to recognise, express and manage their emotions. They talk to children about how they are feeling and why. If children need to, they are encouraged to bring in a familiar soft toy from home for comfort. This supports children to develop a secure sense of emotional well-being.

Children become increasingly independent in managing their own care needs. For example, younger children collect tissues, blow their noses and put the tissues in the bin without adult prompting or support. Staff interweave personal safety throughout the curriculum. For example, children learn about personal safety during trips into the local community and through topics, such as transport. This helps children to know how to keep themselves healthy and safe in a variety of situations.

Curriculum and teaching

Strong standard ●

Leaders ensure that the curriculum is ambitious, inclusive and carefully sequenced across the 7 areas of learning and development. Staff understand the curriculum well and have a thorough knowledge of child development. They draw on this knowledge as they observe children and identify their next steps in learning. For example, when staff observe children competently cutting a circular shape, they accurately identify the next cutting skill for children. This means that children benefit from consistently developmentally appropriate learning opportunities.

Supporting children to develop their language and communication underpins the curriculum. Children benefit from consistently high-quality interactions with staff. Staff act as proficient language role models as they extend children's vocabulary and engage them in back-and-forth conversations throughout the day.

The setting prioritises the personal and social development of its children. Systems are in place to allow children to manage their personal belongings effectively, and staff encourage

and support children to interact. This helps children to develop a positive sense of self-esteem and build relationships.

Staff provide children with extensive opportunities to develop their physical skills. Inside, children develop fine motor skills through drawing and cutting, and outside, children carry large planks and travel along raised structures. This supports children to develop the vital fine and gross motor skills they need for their future learning.

Staff skilfully engage children in mathematical thinking throughout the day. For example, children learn to recognise numerals and count quantities during a small-group activity. Staff teach children about positional language when lining up and talk about size when playing in the water tray. This helps to build children's understanding of mathematical language and concepts.

Inclusion

Strong standard ●

Leaders and staff are incredibly knowledgeable about the wide range of factors that may impact on children's learning and development. They get to know children and their families well. This helps them to be able to swiftly identify and address any barriers effectively by providing children and their families with the support they need.

Children with special educational needs and/or disabilities (SEND) receive exceptional support. Leaders and staff work closely with parents and carers and other professionals to rapidly identify children's needs and devise and implement support plans. There are stringent procedures in place to rigorously monitor children's progress, review the support and assess the impact it has had on children. Staff undertake training to develop their knowledge and understanding relating to the specific needs of their children. Children with SEND make excellent progress from their starting points in development.

Leaders and staff carefully consider the needs of each child in receipt of additional funding in order to decide how to spend the funding most effectively. For example, leaders purchase role-play resources to encourage children to talk about and act out their experiences in order to develop their speaking and social skills. This enhances the experiences of disadvantaged children and helps to narrow any gaps in their attainment.

Leadership and governance

Strong standard ●

Leaders place the children at the heart of everything they do. They are extremely reflective and proactive in ensuring that children receive the very best experience at the setting. Leaders have a thorough understanding of the setting's strengths and what needs to be done to drive improvement. The board of dedicated and expert trustees supports and challenges leaders' vision and strategy to ensure a consistent focus on securing excellence for all children.

Leaders are passionate about children, their families and their staff. Children excitedly and warmly greet leaders by name when they enter rooms. Staff feel that leaders value them and that they support them well to fulfil their role to a high standard. They praise leaders for being considerate of their wellbeing and workload and for the support they provide both

professionally and personally. Parents feel that their children make exceptional progress at the setting and say that they 'could not ask for anything better'.

Leaders ensure that staff access targeted professional learning opportunities that benefit the children in their care. For example, staff conduct their own research and attend high-quality training to develop their understanding of ways to support children with specific special educational needs and/or disabilities. This has a significant and positive impact on staff's practice and the quality of provision.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children are exceptionally well cared for and safe at this welcoming and nurturing setting. Staff develop close bonds with children and their families. Many families have had multiple children attend the setting over many years and consider it a 'home from home' for their children.

Children sit on staff's laps and approach them for cuddles. Children inform staff if they are going to need help with their coats, and other children reach for a helping hand to climb steps. This shows that children are confident to ask for help as staff consistently support their needs and make them feel safe.

Staff know children extremely well and care about them deeply. Children talk frequently and freely about their home experiences, and staff show genuine interest in what they have to say. For example, children talk about family members and their occupations, and staff celebrate children's individual skills. This helps children to know that they are valued and unique. It also builds their self-esteem to enable them to flourish.

Staff immerse children in the local village community. They walk to the local shops and post office and visit the church and on-site primary school. Staff use these experiences to support children's understanding of the local community and help them to build their sense of identity and belonging.

Children make excellent progress in their learning and development. Children are eager to engage in the stimulating activities that staff plan for them. For example, during a floating and sinking experiment, children excitedly exclaim, 'It floats,' when it is their turn to test an object. Staff expertly identify and address any barriers to learning to ensure that children with special educational needs and/or disabilities can join in. For example, they provide additional resources and support or adapt the activity appropriately. This enables all children to thrive in this setting.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of children.
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About this inspection

The inspector spoke with leaders, staff, children and parents and carers 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Caroline Albanese

About this setting

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Churchill Close, Ettington
Stratford-upon-Avon
Warwickshire
CV37 7SP

Type: Childcare on non-domestic premises

Registration date: 30/03/2007

Registered person: Ettington Pre-School Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 17:30

Local authority: Warwickshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 December 2025

Children numbers

Age range of children at the time of inspection

2 to 11

Total number of places

32

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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