

Kingsfield Nursery

Unique reference number (URN): 2758970

Address: Bodicote Village Hall, White Post Road, Bodicote, Banbury, Oxon, OX15 4BN

Type: Childcare on non-domestic premises

Registered with Ofsted: 12/12/2023

Registers: EYR

Registered person: Merry, Katrina

Inspection report: 21 April 2026

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 ●

Inclusion

Strong standard ●

Leaders put inclusivity at the heart of their practice. They are fully committed to ensuring all children can learn and play together whenever possible. Leaders, alongside other staff, swiftly and accurately identify children who may have special educational needs and/or disabilities or those who may face other barriers to learning. Leaders are highly effective at working closely with families to gain a deep understanding of what these barriers might be and how they can best support children to enable them to get the most from their time at nursery and achieve well. Leaders then put in place strategies and plans that are specific to the needs of individual children, and, where necessary, seek the support of other professionals. The success of these strategies is seen in the significant progress children make and how well gaps in learning close. Leaders closely monitor the impact of support strategies, so that support can be regularly adapted to children's changing needs. Often, strategies are so successful that children need less and less personalised support because they have caught up well with their peers and need minimal adaptations to join in, learn and thrive alongside their peers.

Expected standard ●

Achievement

Expected standard ●

Children gain a wide range of useful skills and knowledge in preparation for starting school. They learn to look after their own belongings and become increasingly independent in meeting their own personal care needs. They develop good manners and are able to share and play cooperatively. They learn to talk about things that interest them, to ask questions and to take turns in conversations. They learn about the world around them. For example, children remember what they have been taught about how caterpillars and ladybirds grow and change. Children develop an understanding of story structure and an interest in books. They join in with repeated refrains in favourite stories and enjoy looking at books independently. They develop a suitable range of physical skills, including building their hand-to-eye coordination. Children with special educational needs and/or disabilities or other barriers to their learning make especially high levels of progress from their starting points, especially with their personal and language skills.

Behaviour, attitudes and establishing routines

Expected standard ●

Children behave typically well for their age. Leaders encourage parents to establish children's regular and prompt attendance at the nursery. This helps ensure children can take part in all the learning opportunities on offer. Leaders also ensure behaviour expectations are commonly well understood by parents. This helps to create a consistent approach to how children learn to manage their feelings and consider the needs of others.

Children include others in their play, which helps create an inclusive and positive environment. When needed, staff put in place specific support to help children understand and cooperate with routines. For example, for some children with special educational needs and/or disabilities, staff use visual timetables to help prepare them for change in activities.

Children are keen to learn. Staff typically promote children's engagement with activities and are positive and encouraging. This ensures that overall, children engage well and develop positive attitudes to learning. However, at times learning experiences are less well matched to children's age and stage of development and therefore at times children are less engaged.

Children's welfare and wellbeing

Expected standard 

Leaders establish routines and expectations around staff practice that keep children safe and support their well-being. Typically, these are followed by staff. For example, children are closely supervised at mealtimes. However, there are some occasions when staff do not follow these policies fully. This was recognised by leaders, and addressed, during the inspection. Staff meet children's care needs with kindness and dignity. For example, when changing nappies they ensure that while supervision is still close, children also have the privacy to which they are entitled. Staff provide a very cosy and inviting sleep area for children. Their gentle words help settle children and feel reassured on waking.

Staff promote healthy habits for all children. They ensure there are daily opportunities for energetic play. They use mealtimes effectively to teach good manners and to talk to children about making healthy choices around food. Staff teach children the words they need to express their emotions and children learn to stay safe, including around technology. There are warm and trusting relationships between all staff and children and the key person system is used effectively to build on this further. For example, key staff sit and eat with their key children at meal times and use this time to build relationships further.

Curriculum and teaching

Expected standard 

Leaders have focused well on developing a secure curriculum that covers all areas of learning and which will give children a wide range of skills and knowledge before they start school. Overall, this is understood by staff and delivered effectively. However, sometimes staff over complicate activities or the learning environment which does not best support children to focus on the main learning intent.

The curriculum for personal, social and emotional development, communication and language and mathematics is taught especially well. Staff teach children a range of explicit skills that develop their independence. For example, children learn how to put on their coats and change their shoes. Staff skillfully support children's language development by modelling words and phrases, reading stories and singing songs, and listening to what children say.

Staff also deliver a well planned programme of small group activities that focus on different aspects of language development, depending on children's current abilities in this area. For example, for some children there is a focus on developing simple sentence structure and for some other children there is a focus on helping them develop a wide range of words they

can use to describe how they are feeling. Staff deliver planned activities to support mathematics in ways that children enjoy.

Although the curriculum focuses well overall on what children most need to learn next, this is not the case for the literacy curriculum. For example, staff deliver sessions to all children on the sounds letters make and letter formation, without fully considering if this is what will best prepare all children for their future literacy learning.

Leadership and governance

Expected standard 

Leaders put children's best interests at the centre of their decision making. They have extended hours to meet the needs of local families and have developed a curriculum that, typically, focuses on what children most need to learn next. However, leaders are not yet monitoring staff practice precisely enough to focus their support for staff to develop the specific aspects of their practice or teaching that could be enhanced further.

Leaders have built a staff team that feels positive about it's role. Staff enjoy their work. Those working towards gaining qualifications receive the support and time they need to complete assignments and gain qualifications. Staff put into practice well what they have learnt from training. For example, training on speech and language development has led to this becoming a very effective area of practice throughout the nursery.

Leaders work closely and effectively with parents and other professionals. This is especially effective in the work they do to support vulnerable children or those with special educational needs and/or disabilities. These effective partnerships make a demonstrable difference to the progress and wellbeing of these children. Additional funding is used carefully and precisely, to enhance children's learning and sense of belonging.

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

Children are happy, secure and have a sense of belonging at the nursery. They, and their families, are warmly welcomed each day. They smile as they enter the building and show delight at seeing the familiar staff. Children build friendships and enjoy playing alongside each other. They understand the routines and cooperate with them well. For example, children know to change into their 'indoor shoes' on arrival and to gather on the floor together when staff ask them to.

Typically, children enjoy their learning, in the safe and inviting environment. They enjoy choosing what to do. They also enjoy their interactions and conversations with staff and each other. Children learn well. They benefit from lots of interesting and useful learning experiences. For example, they benefit from several story sessions each day, and show they are learning how stories are structured. They benefit from clear teaching about numbers and how to apply their mathematical knowledge to age-appropriate problem-solving. They develop the vocabulary and confidence they will need at school to express their needs and opinions.

Children with special educational needs and/or disabilities (SEND), or those who face other barriers to their learning, benefit from the support and targeted interventions they need to make rapid and sustained progress from their starting points. Children's regular attendance is promoted. Children behave well and understand the routines that are in place to keep them safe. For example, they understand the need to follow instructions as they move from inside to outside. They are made to feel valued as interesting and unique individuals. For example, their families are asked after and staff show interest in their lives.

Next steps

- Leaders should support staff to plan and deliver learning experiences that enable children to maintain focus on the core learning intent.
 - Leaders should enhance the curriculum for literacy so that it is more closely focused on what children most need to learn next.
 - Leaders should support staff to consistently follow all policies that are in place to promote children's welfare and wellbeing.
 - Leaders should monitor staff practice more closely, so that support for staff can focus more precisely on further developing the quality of their teaching and practice.
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About this inspection

The inspector/inspectors spoke with leaders and practitioners 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.

Inspector:

Sarah Holley

About this setting

Unique reference number (URN): 2758970

Address:

Bodicote Village Hall
White Post Road
Bodicote, Banbury
Oxon
OX15 4BN

Type: Childcare on non-domestic premises

Registration date: 12/12/2023

Registered person: Merry, Katrina

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 15:00

Local authority: Oxfordshire

Facts and figures used on inspection

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

 This data is from 21 April 2026

Children numbers

Age range of children at the time of inspection

2 to 4

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524

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