

Inspection of Pillowell Early Years Group

Pillowell School, School Road, Pillowell, Nr Lydney, Gloucestershire GL15 4QT

Inspection date: 24 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have fun at this warm and nurturing setting. They make early friendships with each other and develop strong bonds with the kind staff. Children focus well, as they take part in small group activities that staff plan carefully to support their interests. For example, as children make bird feeders, staff encourage them to talk about how the seed feels and smells. Children use mathematical language as they count the scoops of bird seed into their bowl.

Children benefit from regular exercise and outdoor play. They have access to a woodland area, where they have hands-on opportunities to explore nature and develop their physical skills. Children learn to take risks, as they balance and jump across a tyre trail. Younger children display a can-do attitude and hold onto a staff member's hand as they jump from tyre to tyre. Children are proud of themselves and excitedly shout out 'I did it!'.

During the COVID-19 (coronavirus) pandemic, the setting adapted routines to ensure individuals remained safe and well when in attendance. During settling-in periods, parents were invited to stay and play outside, instead of coming into the building. This prioritised everyone's safety, while ensuring children received the support they needed for their emotional well-being.

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

- The manager and staff demonstrate a clear understanding of the curriculum and what they want children to learn. They know children well, and use their interests to plan activities to support their development across the areas of learning. However, during adult-led activities, staff sometimes focus too heavily on the end product, meaning they miss opportunities to challenge and extend children's learning further.
- Staff promote children's early literacy development and communication skills well, using books and familiar stories. Children enthusiastically clap their hands to the rhythm of the words and join in with repeated phrases. They use their imagination to act out different parts of the story. For example, they twirl around in the 'swirling, whirling snowstorm'.
- Children behave well. They show respect for others as they take turns during their play. Staff encourage children to share their ideas and opinions. For example, when drawing a bear to support their role play, staff ask children what facial expression the bear should have. However, when children have different ideas, staff make the decision for them. They do not always give children the time and support they need to allow them to discuss their ideas and make an informed and fair decision.
- Children are beginning to learn about the experiences of different communities

beyond their own. The manager recognises the setting is in an area with little cultural diversity and has recently linked with a more diverse setting to share experiences and information. Children look at photographs of children at their linked setting and discuss their play experiences and routines.

- Partnerships with parents are good. Staff discuss the child's day with parents, including the activities they have enjoyed. They share photographs and written feedback about their children's achievements and encourage parents to tell them about what their children do at home. Parent feedback is complimentary, especially how well staff know their children.
- The manager works closely with staff to evaluate the setting and identify strengths and areas for improvement. Staff contribute their ideas in making changes to the learning environment. For example, they have planned to build a 'sensory shack' to enhance children's sensory experiences.
- Some committee members have not had their suitability checked, because relevant documentation has not been sent to Ofsted in a timely manner. This does not have a significant impact on children's well-being or safety because these committee members do not have unsupervised access to children. The registered individual and manager are currently reviewing recruitment procedures. They have plans to undertake training to further enhance their understanding of safer recruitment.
- Staff work well to help children learn to keep safe. They use every day opportunities, such as walking to the 'outdoor classroom', to enhance children's understanding of road safety. Older children learn basic first aid, so they are aware of what to do if an adult looking after them at home is unresponsive. Children have learnt to push an unwell adult onto their side and call '111'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in keeping children safe from harm. They complete regular training that keeps their knowledge up to date and can recognise the signs and symptoms a child may present if they are at risk. Staff understand the procedures to follow should they have a concern about a member of staff's conduct or a child's welfare. Staff work well to provide an environment that is free from hazards, and support children to explore safely as they play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure Ofsted is provided with the necessary information to carry out suitability checks on all committee members.	08/10/2021
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To further improve the quality of the early years provision, the provider should:

- support staff to better recognise and make more effective use of spontaneous opportunities to extend and challenge children's learning further
- provide children with further time and support to discuss their ideas and make informed and fair decisions.

Setting details

Unique reference number	101716
Local authority	Gloucestershire
Inspection number	10063081
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 3
Total number of places	15
Number of children on roll	14
Name of registered person	Pillowell Early Years Group Committee
Registered person unique reference number	RP519871
Telephone number	01594 562244
Date of previous inspection	13 April 2016

Information about this early years setting

Pillowell Early Years Group registered in 1994. The setting is open Monday to Fridays from 8am to 3pm, during term times. There are three members of qualified staff who work with the children. The manager holds an appropriate qualification at level 5 and the other members of staff holds a qualification at level 3. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This is the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the owner and manager and has taken this into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of staff.

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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