

# Inspection of Ramsbury Pre-School

Back Lane, Ramsbury, Wiltshire SN8 2QH

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Inspection date: 16 November 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish at this deeply caring and inspirational pre-school. Staff make each child feel special and an important member of the group. For example, they display photos of every child with pictures from home and information about what they enjoy and what is special to them. Staff refer to these frequently and children enjoy looking at and talking about them with their friends. Staff do not overlook anyone. They give quieter children time in smaller groups and offer gentle encouragement to build their self-esteem. Children are friendly, helpful and kind. They play together harmoniously. Behaviour is exemplary.

Children are eager learners. They relish challenge and show great persistence to find solutions to problems. For example, they discuss their 'plan' on how to hammer nails into a watermelon and then stretch elastic bands over the nails. They discover they can make 'melon soup' by bashing the melons with their hammers. They are delighted when they or their friends succeed. Skilful staff have high expectations for every child. They ensure all children make substantial progress in relation to their starting points.

Since the COVID-19 pandemic, parents no longer bring children into the pre-school. Staff provide a wealth of other inspiring ways to keep parents involved and help them to support children's learning at home even further. For example, they offer online support and out-of-hours workshops, such as on managing children's behaviour and on outdoor learning sessions.

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

- The inspirational headteacher of the pre-school recognises the value of her staff team. She focuses on looking after staff welfare and supporting their professional development. As a result, staff are highly motivated and are experts in teaching young children. They know what to teach and in what order. They make sure that children have learned securely before moving them on to the next stage.
- Children experience a rich and stimulating curriculum tailored precisely to their individual interests and learning. For example, several children are fascinated by a local installation of a giant model of the moon. Staff nurture their interest with related activities. Children ingeniously work out how to catch stars hanging just out of reach in the trees. Together they persevere by climbing a tree and using sticks, nets and crates until they triumphantly shout, 'I've caught one!'.
- Staff monitor children's development accurately. They consider the whole child, including their emotional well-being, as they plan what children need to learn next and what experiences would be valuable. Staff quickly identify children at risk of falling behind. They consult closely with parents and ensure children get

the expert support they need to help them catch up. Children with special educational needs and/or disabilities progress especially well.

- Staff focus on developing children's confidence, independence and communication skills. They support children successfully with all these skills. For example, when sticking their name on the register tree, children gain confidence to climb a small set of steps independently so they can reach a higher branch. Staff have interesting conversations with children and share books, introducing unfamiliar words so that children become fluent speakers with an extensive vocabulary. Carefully planned small-group activities target children who need additional support.
- Staff involve parents fully in their children's learning. They use highly informative newsletters, meetings and secure social media to keep parents very well informed about what children have been doing. Staff meet with parents individually to discuss their children's development and advise on how they can support children's learning at home. This exceptional partnership contributes significantly to the outstanding progress that children make.
- Children develop a keen sense of identity and of belonging to their community and the wider world. For instance, they get to know a group of local older residents. The children write to them with interesting questions, such as 'what was your favourite toy?', and they are thrilled when the residents write back. Children choose some pre-school books to send to less-fortunate children in a refuge. They collect litter and plant flowers to enhance their environment. Children develop a sense of responsibility and empathy for others.
- Staff expertly teach children to manage the strong emotions they sometimes experience. For instance, they create a quiet space where children feel secure and calm, and children learn yoga and breathing exercises to help them. Staff are wonderful role models as they treat everyone with respect and kindness. Children quickly learn to make 'green' or good choices in what they do.

## Safeguarding

The arrangements for safeguarding are effective.

Staff make children's safety and well-being central to all they do. Leaders ensure that staff are confident and have up-to-date knowledge to enable them to recognise and respond quickly if they have concerns about a child's welfare. Staff build close and trusting relationships with children and their families. Staff are very aware of the negative impact that the COVID-19 pandemic has had and the stress it has put on families. Because of the trusting relationships that staff have with parents and children, they can offer support at an early stage. Parents speak movingly of the support that staff have given them. One parent said, 'They make such a difference to our lives.'

## Setting details

<b>Unique reference number</b>	EY559595
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10194109
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Ramsbury Pre-School Committee
<b>Registered person unique reference number</b>	RP520561
<b>Telephone number</b>	01672520901
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ramsbury Pre-School registered at its current premises in 2018. It is managed by a voluntary committee and operates from a purpose-built building adjacent to the primary school in Ramsbury village, Wiltshire. It previously operated at a different location in the village. The pre-school sessions are from 8.45am to 3pm every weekday during term time. It also provides a breakfast and after-school club for children attending the pre-school and for children up to Year 2 attending Ramsbury Primary School. These clubs run on weekdays from 8am to 8.45am and from 3pm to 6pm. The pre-school employs eight members of staff who work with the children. Of these, the headteacher, deputy and one other member of staff hold qualified teacher status. Three staff hold relevant qualifications at level 3, and two hold qualifications at level 2. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Edwards

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector went on a learning walk around the pre-school with the headteacher. They discussed the curriculum and how the staff deliver it. They conducted a joint observation of an activity.
- The inspector observed staff interactions with children and assessed the quality of care and teaching. She spoke to children throughout the inspection and observed their play and learning.
- The inspector talked with several parents and took account of their views about the pre-school and their children's progress.
- The chairperson, the headteacher of the pre-school and the inspector held a meeting. The inspector looked at relevant documentation and evidence of the suitability of persons working in the pre-school. They discussed safeguarding arrangements, monitoring of staff and plans for development.

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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