

# Inspection of Ketton Pre-School

Room 3, Ketton Primary School, High Street, Ketton, STAMFORD, Lincolnshire PE9 3TE

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Inspection date: 22 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### The provision is good

Children enjoy learning and playing with each other. Friends make up stories together. They have conversations about what they do at home. Children show empathy and comfort others when they are sad.

Staff plan a curriculum that supports children's learning effectively. Excited children find presents left by 'Winnie the Witch'. Staff hide these around the setting. Children work as a team to solve the challenge written on the wrapping paper, for example to find the tallest water bottle. They celebrate and open the present. All children can enjoy the prize, such as new craft materials. This 'magic' surprise helps them to learn about mathematics in a fun way.

Children understand and follow the rules of the setting. They show responsibility, for example when they sweep up sand from where people walk. Children know how to look after their bodies. They learn about oral hygiene as they clean pictures of dirty teeth with toothbrushes. Children learn the words 'decay' and 'cavity' during this activity. They talk about what foods are healthy and good for their teeth. Children wash their hands before they eat. They know this is to clean their hands before touching food. Children know what the routines of the setting are. This makes them feel safe and secure.

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

- Staff know what interests children have. They plan activities around these. For example, children enjoy learning about nature. Staff provide cooked spaghetti for children to use as 'worms' to feed their soft-toy birds. Children can dig outside to find real worms. Staff take them to the woods to look for birds. There are books and posters about British birds for children to name what they have seen. Children can identify a blue tit, a robin and a pigeon, showing their understanding of what they have learned and remembered.
- Staff teach children about where fruit comes from. For example, a child finds a sticker on their banana. Staff read that the banana has come from Columbia. They show children this country on a world map. This teaches children about the wider world.
- Staff encourage children to take risks. Children jump from milk crates on a rope swing in the garden. Staff make sure that they know how to do this safely by asking, 'What do you need to think about to keep safe?'. Children respond by stretching their legs straight for balance.
- Staff help children to find the right answer when they make a mistake in their learning. For example, when a child miscounts on a number line, staff encourage them to have another go until they find the correct answer. This interaction helps the child to persevere.

- Staff introduce children to new language. Children learn the word 'baboon' during large-group time. Staff teach them about the differences between a baboon, a monkey and an ape.
- Staff share a range of books with children. They help children sound out written words from the story. Staff read with small groups of children. They ask questions such as, 'What would your superpower be?'. Staff take children to the village library to borrow books. Parents say their children are learning to read because of these activities.
- Staff change the routine for children who need it to be different. Overall, children with special educational needs and/or disabilities (SEND) are learning and developing well. Leaders work well with parents and other agencies to give these children the support they need. However, sometimes staff do not use the best ways to teach these children. For example, at times they ask questions of some children that are too advanced, which limits their chance to achieve.
- During large-group times, staff teach children mathematics. For example, they add and take away an animal in a singing game. However, staff do not act when two-year-old children are ready to play somewhere else in these extended sessions.
- Leaders use funding to help disadvantaged children learn. They provide extra sessions for children so that they can spend more time at the setting.
- Leaders support staff's well-being. Staff are happy in their roles. Leaders ask staff for suggestions to develop the setting. They listen to and act on suggestions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and signals which might suggest that a child is at risk of harm. They know what to do if they have a worry about a child's safety and well-being. Additionally, staff know what to do if they have a concern about a colleague's conduct. Leaders refresh staff's knowledge during staff meetings. They make sure that staff understand a range of safeguarding topics, such as 'Prevent' duty. Robust recruitment procedures are in place for staff. These include ongoing suitability checks. Staff follow risk assessments to keep children safe in the setting and on visits. They help children to keep safe in the setting by having rules. Children understand and follow these rules.

## **What does the setting need to do to improve?**

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

- support staff to understand the best ways to teach children with SEND
- help staff to identify when younger children are ready to engage in a new activity.

## Setting details

<b>Unique reference number</b>	254364
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10138539
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Butcher, Penelope Ann
<b>Registered person unique reference number</b>	RP907194
<b>Telephone number</b>	01780 721676
<b>Date of previous inspection</b>	25 June 2014

## Information about this early years setting

Ketton Pre-School opened in 1992. It operates from a purpose-built building within the grounds of Ketton Primary School in Ketton, Lincolnshire. The pre-school is open five days a week during school term time for children aged from two to five years. Sessions are from 8.45am until 11.45am and from 11.45am until 3.45pm. Children are able to extend the morning or afternoon session by attending the lunchtime session. This runs from 11.45am to 1pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. The manager and five staff work directly with the children. Of these, one holds a relevant qualification at level 4 and five hold level 3.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to six parents during the inspection and took account of their views.
- The inspector read a letter from one parent sent during the inspection and took account of their views.
- The inspector talked to staff at appropriate times 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 nursery.

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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