

Report for childcare on domestic premises

Inspection date: 14 March 2022

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

The provision is good

Children come to pre-school excited and love learning. Their interests and happiness are at the heart of every decision staff make. Children develop close relationships with all the staff. They explore the outdoor environment confidently and choose from a broad range of resources. Children develop their physical skills well. They climb, jump and balance on different natural objects, such as logs. Children happily seek reassurance when needed from adults, in the form of a supportive hand or cuddle. This impacts on children's well-being and ensures they feel safe and secure in a positive way.

Interactive stories created by staff capture children's attention. Children listen carefully and happily join in. They learn new actions and words very quickly. They knock on imaginary numbered doors drawn on paper by staff and guess who lives behind each door. The children laugh as their friends pretend to be different creatures at each house, for example being a 'stinky, smelly monster with a green nose and blue bottom'.

Children are extremely independent and are keen to try things for themselves. They wash their hands without support, working together to use the water pump at the outside tap. Children know how to keep themselves safe. They follow the instructions and boundaries put in place by staff. Children remind each other how to stay safe while cooking fruit toast at snack time. They walk around the back of the logs near the fire pit carefully.

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

- Staff have a good knowledge of all children's learning and development needs. They observe the children throughout the day and work closely as a team to assess what children need to learn next. Staff focus on supporting any identified gaps in children's knowledge and experiences, including those children with special educational needs and/or disabilities.
- Staff are well qualified and experienced. Their high-quality interactions help to develop children's vocabulary and confidence in speaking. Staff hold conversations with children, repeating key words and phrases as they bake a pie in the mud kitchen. Staff explain new words to children, such as 'separate' as children use a sieve to remove grass from water.
- Staff plan opportunities for children to develop the skills and knowledge needed for the next stage of learning, including in preparation for school. They use children's interests to engage them in play, such as making bird feeders. Children squash and squeeze seeds and lard onto sticks and pine cones. Staff encourage children to explain what the different materials feel like and why the birds will enjoy them. Occasionally, some adult-led activities are not challenging

enough for some children. Therefore, some children do not make the most progress they are capable of. For example, staff do not support children to think more in depth and make choices about paint colours or materials when creating pictures of blossom.

- Staff set high expectations for behaviour that children mostly adhere to. Children use the words 'please' and 'thank you' and show excellent table manners. Staff praise children for persevering to stack crates and secure wheels to them with bungee ties, creating a vehicle to sit on. Staff encourage children to 'high five' each other for good teamwork, helping them to form friendships. However, some younger children are not always given the full support they need to help with their behaviour. Occasionally, staff do not help these children to explain and manage their feelings appropriately. Therefore, these children sometimes struggle to share toys independently and resolve conflicts with others by themselves.
- Staff plan opportunities for children they may not experience elsewhere. They help children to take appropriate risks. Children help to build and create different resources they play with outside. For example, children cut wood, hammer nails and tie knots in rope. They create a large tubular bell instrument they use to make music with.
- Leaders provide high-quality training for staff. They consistently evaluate the experiences of children and work alongside staff to develop their practice. Leaders are passionate about the setting being inclusive and centred around children as individuals.
- Staff place great importance on their relationships with parents and carers. Parents comment the setting is a 'wonderful, caring, nurturing setting'. Staff communicate with parents about all aspects of children's development and care. They provide ideas to support children to make progress in their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a broad knowledge of how to keep children safe from harm. The premises are secure. There are clear procedures for visitors, including checking their identification. Staff check the environment regularly to ensure it is a safe place for children to play. Staff understand their responsibilities in keeping children safe. They are confident in reporting any concerns to the relevant professionals. Staff and leaders demonstrate a good understanding of the signs and symptoms of a child, or family, that may be at risk of harm. Leaders have a thorough recruitment procedure and regularly check staff's suitability to work directly with children.

What does the setting need to do to improve?

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

- provide children with further support to help them learn how to manage their feelings so they can resolve their own conflicts during play
- provide more challenge for children during adult-led activities to help them make the progress they are capable of.

Setting details

Unique reference number	EY549095
Local authority	Lincolnshire
Inspection number	10213049
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	23
Registered person unique reference number	RP549094
Date of previous inspection	4 October 2021

Information about this early years setting

Pillarwood Farm Pre-School registered in 2018 and is situated in the grounds of the provider in Edenham, Bourne. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above; two hold qualified teacher status. The pre-school opens from Monday to Thursday during term time and occasionally during the school holidays. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders and the inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- Leaders and the inspector observed and evaluated an activity together.
- The inspector observed staff and children of all ages through the setting, assessing the quality of education and its impact on children's learning and development.
- The inspector spoke to a range of parents and took their views into account.
- The inspector held discussions with staff and leaders regularly during the inspection.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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