

Inspection of Montacute Pre-School

BAPTIST SCHOOL ROOMS SOUTH STREET, MONTACUTE, SOMERSET TA15 6XD

Inspection date: 16 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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 are happy, safe and secure. They arrive eager to investigate the activities and resources and are excited to see their friends. Staff support children well in becoming independent as soon as they arrive. For example, children change their shoes and put on slippers, knowing where to find and place their belongings. Children wash their hands and go for breakfast, where they help in the preparation. Staff are confident in using mealtimes as learning opportunities. For example, they encourage older children to work out how many plates and cups they need for all the children. Children know that they need bread to make toast and take turns to operate the toaster and butter the toast. Staff provide good role models for children. For example, they ask, 'Well, how do I do that?,' so children demonstrate what they know.

Staff recognise the impact that the COVID-19 pandemic has had on children. They focus their curriculum on supporting children's communication and language skills, and their personal, social, and emotional development. Children rapidly make progress in their social skills, as they have previously not had opportunities to socialise. Parents confirm that, although they do not enter the premises as they did before the pandemic, staff meet them daily and exchange good information. They confirm that the staff know their children well and say that they provide 'amazing support'.

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

- The manager intends for her staff to support children's speaking skills through modelling the correct use of language, helping children to recall past learning and introducing new vocabulary. Staff do this successfully. Staff engage children in discussions that motivate them, such as about superheroes and their home life. Children who need additional support receive one-to-one activities. For example, staff introduce new language through pictures, signs and words. Through repetition, children soon start saying what they can see, without any prompting.
- Through self-evaluation, the staff have changed the environment to meet children's needs better. One positive impact is how children use the book area. Following book week, children have developed a fascination with books and spontaneously enjoy books alone, with friends and with staff. This has been particularly beneficial in engaging boys. Children choose their favourite books, which motivates them to listen and concentrate fully.
- The special educational needs coordinator (SENCo) and the manager work well with parents, other providers and outside agencies to ensure all children, including those with special educational needs, make good progress. Staff observe the children, ensuring they know the children well and what they need

to achieve next. They plan an ambitious curriculum that meets all needs. However, on occasions, staff are quick to solve problems for children, rather than encouraging them to find solutions for themselves.

- Children behave extremely well because staff concentrate on children learning to share and to be kind. Staff provide excellent support to help children to understand and manage their emotions, recognising how this underpins their development. Children persevere with tasks and have a very positive attitude to learning. They listen well to instructions. Staff give children a warning of changes to the routine, respecting their ability to finish what they are doing so that children want to achieve.
- Staff support children well in developing a healthy lifestyle. Children know that they wash their hands to get rid of germs. They say that if they do not, they will get poorly. Staff work well with families to encourage healthy eating and this has had a positive impact. Children have daily opportunities to play outside and have wet-weather clothing for inclement weather. Staff use stories effectively for talking about healthy eating with children and how to care for their body and teeth.
- The manager provides a good role model for staff. She recognises the strengths of her team and ensures that the more confident staff support the less experienced. The manager provides good supervision and support for professional development. For example, staff have received training to help support children's language and communication skills effectively and the SENCO has gained a specialist qualification. However, the quality of teaching outdoors is not always as effective in challenging children as it is indoors.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of all aspects of safeguarding children and know what to do about concerns. The manager has a good awareness of safeguarding in the area, to help support her staff in recognising warning signs. Staff know what to do if they have concerns about a colleague and who to report their concerns to. The pre-school has to share the premises, so staff carry out good risk assessments on the premises to keep children safe. The manager follows safer recruitment procedures and regularly checks on staff's ongoing suitability, to help ensure children are cared for by suitable staff.

What does the setting need to do to improve?

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

- focus staff development on recognising when children need more challenge in the outdoor area to support their understanding of the world further
- give children enough time to find solutions to problems for themselves.

Setting details

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| Unique reference number | 143123 |
| Local authority | Somerset |
| Inspection number | 10125943 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of registered person | Montacute Pre-School Committee |
| Registered person unique reference number | RP911124 |
| Telephone number | 01935 822022 |
| Date of previous inspection | 13 December 2013 |

Information about this early years setting

Montacute Pre-School opened in 1992 and operates from the Baptist Church Schoolrooms in the village of Montacute, Somerset. The pre-school is run by a parent committee. The pre-school is open on Monday, Wednesday and Friday, from 8am to 4pm, on Tuesday from 8am to 12.30pm, and on Thursday from 8am to midday. The pre-school receives funding to provide free early years education for children aged two, three and four years. The committee employs five staff to work with the children. Of these, one holds an early years qualification at degree level, one holds an early years qualification at foundation degree level, and three staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 led the inspector on a learning walk around the pre-school and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The manager and the inspector carried out a joint observation and held a leadership and management discussion.
- The inspector spoke with several parents and children and took account of their views.
- The inspector spoke with staff at convenient times and assessed their knowledge of the children and their understanding of safeguarding.

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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