

Inspection of St Peter's Nursery

Doniford Road, Williton, Taunton, Somerset TA4 4SF

Inspection date: 22 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy in this well-organised and welcoming nursery. Staff provide a warm, nurturing environment where children form secure relationships with the staff who care for them. Children are motivated to join in with the interesting activities staff plan to extend their interests. For example, babies develop their creativity using a variety of different media, such as paint and bingo dabbers, to make marks on paper. Older children make play dough using lavender and enjoy smelling the lavender as they crush it.

Children learn to manage their self-care needs on their own. From a young age, children are encouraged to be independent. For example, babies wipe their own noses and try to put on their shoes; while older children help with small tasks, such as setting up the table for lunch, which helps them to gain a sense of responsibility.

There is a strong focus on mathematics throughout the nursery. Staff skilfully weave mathematical language and concepts into children's play and daily routines. Children develop good skills in this area, using the correct mathematical language as they compare sizes, count and explore shapes.

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

- Leaders are passionate and have a clear vision for the continued development of the nursery. They are proactive and continually check to ensure that standards of care are high.
- The curriculum for children is interesting and exciting. Leaders have a strong understanding of the curriculum and what they intend children to learn. All staff share the leaders' high expectations for children's learning.
- Children with special educational needs and/or disabilities are well supported to have the best possible start in education. The special educational needs coordinator is very knowledgeable. She works in partnership with parents and outside agencies to agree specific strategies to support children's progress and address any gaps in learning.
- Staff support children to extend their understanding of nature and living things. Children enjoy regular walks to the secret garden; they talk about the plants and wildlife they see. Their interest in wildlife is further ignited as they collect mini beasts and use books to identify and talk about what they have found.
- All children readily explore the outdoor environment as they move freely between the indoor and outdoor environments. Children develop their physical strength as they climb on the large tyres and ride on balance bikes.
- Parents speak highly of the nursery; they state that staff are friendly and approachable. They are happy with the information they receive from staff about

their children's progress and ideas to extend their learning at home. For example, children take home a bag of resources to support their physical development. This promotes children's development, along with their understanding of their bodies and what keeps them healthy.

- Children behave well and quickly learn, from a young age, the daily routines of the nursery. Most children benefit from group activities and stories. However, the organisation of some parts of the day is not fully effective to maintain engagement and meet the needs of all children taking part. This results in some children choosing not to join in or losing interest part way through.
- Overall, teaching is of a good standard. Staff ask meaningful questions to test children's understanding. They provide a running narrative alongside children's play and introduce new words to build on their current vocabulary and understanding. On occasions, staff do not extend communication opportunities or use the correct language to support children's communication skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff keep their safeguarding training up to date. Leaders and staff fully understand their role in protecting children from harm. Staff recognise signs and symptoms that would cause concern for a child's welfare and know how to report any concerns they may have about children. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Children play in a safe, secure environment. Staff check the environment to ensure that all potential hazards are removed. All staff have attended paediatric first aid training.

What does the setting need to do to improve?

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

- refine group activities to ensure that they are well planned and organised to reduce waiting times and to support all children to participate.
- extend and challenge children's learning even more, particularly their language skills and vocabulary.

Setting details

Unique reference number	2510556
Local authority	Somerset
Inspection number	10207792
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	38
Number of children on roll	67
Name of registered person	The West Somerset Academies Trust
Registered person unique reference number	RP543245
Telephone number	07974417011
Date of previous inspection	Not applicable

Information about this early years setting

St Peter's Nursery operates from premises in the grounds of St Peter's First School in Williton, Somerset and is part of the West Somerset Academies Trust. The nursery is open each weekday from 8am to 5pm all year round, except for bank holidays. It receives funding to provide free early education for children aged two-, three- and four-year-olds. There are nine members of staff who work with the children. Of these, seven hold an early years qualification at level 3 and one member of staff holds an early years qualification at level 2.

Information about this inspection

Inspector

Corinna Laing

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and wider leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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