

Inspection of Mosterton Preschool

6 Fairoak Way, Mosterton, Beaminster, Dorset DT8 3JQ

Inspection date: 21 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 take advantage to read and select books to take home as they wait for the setting to open. Staff leave helpful tips on home learning and oral health for parents to read while they wait for the session to start. Staff warmly greet parents and children and, as a result, children settle quickly and are eager to start their day. Children benefit from the setting's approach, which promotes curiosity, awe and wonder in their everyday experiences. Children use familiar tools and resources to ignite their investigative skills. For example, staff safely supervise children to use graters, scissors, knives and other kitchen items to explore fresh fruit and vegetables. Staff encourage discussion about growing herbs and vegetables in the setting, promoting children's understanding of the world.

Children, including those with special educational needs and/or disabilities (SEND), thrive in this setting. All children develop their independence and behave well. Staff work closely with parents and professionals to support children to make progress and develop the skills and knowledge they need to prepare them for the next stage. Parents are passionate about the high-quality care and communication they receive from the setting. They are particularly complimentary about the setting's support for children with SEND.

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

- Children have high levels of respect for each other and are motivated to share and listen to each other's ideas and opinions. At group time, staff reflect on the day so far to support children to problem-solve and reflect on their feelings. As a result, children develop positive attitudes to problem-solve independently and work together with their peers to find shared solutions.
- Children build on their knowledge of the world by learning skills to take care of their environment, conserve water and participate in everyday opportunities to recycle.
- Children are highly engaged and motivated to develop, learn and play in this setting. Staff value all communication and quickly act on non-verbal and verbal cues to develop children's language. Staff know children well and skilfully support children's confidence to share their ideas and develop their speech in a safe and nurturing environment.
- Children experience and develop early skills in mathematics. Staff provide regular opportunities for children to develop, rehearse and remember number skills. For example, staff encourage children to sing 'Five Currant Buns', and they challenge children to participate in number problems, using props to develop their understanding.
- Children learn to take care of their own bodies, wash their own faces, serve and pack away their own snack and keep the setting tidy. Children benefit from

effective care routines which support them to be independent in using the toilet and following the setting's hygiene routines.

- Staff deliver the key-person system well. However, leaders can improve the consistency of the key-person system for children who access the setting on a short-term placement. This would ensure all children continue to benefit from the high-quality care and support the setting provides.
- Staff feel well supported by leaders. Leaders have effective systems in place to support staff to develop their knowledge and skills, to deliver the setting's educational programmes effectively. However, staff do not always feel confident to assess children's progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify how to keep children safe in this setting. For example, staff are able to identify and follow procedures to keep children safe. They participate in regular training to keep their knowledge and skills up to date. There are effective systems in place to support children's well-being and welfare. This includes managing children's allergies well. Staff risk assess the setting effectively to ensure the environment is safe, and children still benefit from challenging play opportunities. There are robust recruitment and retention procedures in place for checking and maintaining the suitability of staff.

What does the setting need to do to improve?

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

- strengthen the consistency of the key-person system to ensure children, including those on a short-term placement, continue to benefit from the delivery of the high-quality care, learning and experiences the setting offers
- support staff's understanding and confidence in the assessment of children's progress to ensure staff have the knowledge to build on and extend children's learning.

Setting details

Unique reference number	EY554763
Local authority	Dorset
Inspection number	10174345
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	43
Name of registered person	Mosterton Pre-School Committee
Registered person unique reference number	RP905283
Telephone number	01308 868578
Date of previous inspection	Not applicable

Information about this early years setting

Mosterton Preschool registered in November 2017. It is located in Mosterton, Beaminster, and is situated on the site of Parrett and Axe Church of England Voluntary Aided Primary School. The setting provides care for children who are two, three and four years old. The setting is open from 8.45am until 3.15pm, Monday to Friday. The setting receives funding to provide free early years education for children aged two, three and four years old. It employs nine staff; of these, eight hold an appropriate early years level 3 qualification.

Information about this inspection

Inspector

Rebecca Lihou

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 talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 and the managers carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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