

# Inspection of Abbey Preschool

The Toose, Abbey Manor Park, Yeovil, Somerset BA21 3SN

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Inspection date: 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children develop strong, nurturing relationships with staff at this warm and welcoming pre-school. Children arrive happy and are keen to explore the activities on offer. They have a positive attitude to learning and show high levels of enjoyment and curiosity. Staff have high expectations for all children. All children respond positively to staff and each other and show a good understanding of the boundaries set. For example, before lunch, the children work together to tidy away and make space to sit as a group. They are thoughtful and caring towards their friends. When they notice another child taking a toy, they remind them that 'snatching is not kind'. They wait patiently for their turn to wash their hands or to join in with an activity.

Staff promote children's physical health. Children enjoy playing outside in the fresh air. They have access to a range of equipment and activities that help them to move their bodies and build their muscles. Children show delight as they put on their wellies and splash in puddles created by the staff. Staff are highly motivated and passionate. They involve themselves in children's play. For example, they enthusiastically call together 'ready, steady, go' as they throw leaves in the air.

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

- The manager is a very strong motivational leader. She has a sound understanding of how to make improvements in the pre-school for children. She can identify areas she could improve further and celebrates the staff's strengths to improve practice to benefit children. Staff speak very highly of how the manager supports their professional development. They receive regular supervision and training. They feel supported in their role and staff retention is excellent. The pre-school committee has a good oversight and provides effective support to the management.
- Children benefit from a language-rich environment. Staff consistently engage children in conversations and understand the importance of giving children time to respond. They provide a narrative while children play. Children enjoy joining in with storytelling or singing at group time. They sing the 'shake your sillies out' song enthusiastically and try hard to join in with the actions. Staff support children by role modelling the actions and singing the words clearly.
- The manager and staff know the children well. They plan a broad curriculum with experiences and activities linked to children's interests. There are a range of varied play experiences available to the children. For example, staff support children to make 'pancakes' out of play dough; they can explore textures, use a range of tools, and develop their language skills. Staff use this opportunity to discuss ingredients and where items, such as eggs come from. However, activities are not always planned to support children to achieve their next steps

and, on occasion, lack sufficient challenge to extend their individual learning.

- Staff successfully promote equality and diversity throughout the pre-school. They encourage children to recognise what makes them unique by discussing their differences and similarities. For example, they explore their facial features in a mirror, comparing them to one another other. They continue to have these discussions as they create self-portraits.
- Parents provide positive feedback about the pre-school. They praise the manager and staff's passion and high expectations for children. They feel children have plenty of opportunities to play and learn. Parents state that they are very happy with the pre-school's inviting environment that provides a 'family feel' for the children. They appreciate the communication they receive, particularly the daily discussions with staff. However, not all parents are aware of what their child's next steps in learning are. Therefore, they are unable to support their learning at home to swiftly narrow any gaps.
- The special educational needs coordinator (SENDCo) is passionate and knowledgeable about her role. She is vigilant to any signs that a child might need additional support. Individual care plans are in depth and shared with all staff. Children who speak English as an additional language or who are delayed in their speech, receive focused support. For example, all staff use visual prompts to help children understand routines and key words. Staff use sign language continuously throughout the pre-school. Children show their understanding and communication skills through their responses. Children make rapid progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff prioritise children's safety and welfare at the pre-school. All staff know the potential signs that may mean that a child is at risk of harm. They know who to contact to seek advice and how to raise and follow up any issues. They are confident about the process to follow if they had any concerns about a colleague. The manager has secure recruitment and vetting systems in place to ensure that those working with children are suitable. Staff undertake daily risk assessments to ensure the environment is safe and secure.

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

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

- refine how staff identify and plan for children's next steps in learning and consistently provide them with challenge to enable them to achieve their full potential
- extend the already good partnership with parents, so that all parents know their child's individual next steps and can support their learning at home.

## Setting details

<b>Unique reference number</b>	EY445565
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10235750
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Abbey Pre-School Committee
<b>Registered person unique reference number</b>	RP904097
<b>Telephone number</b>	01935 425121
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

Abbey Preschool registered in 2012 and is situated in Yeovil. The pre-school employs six members of staff who work directly with the children. Of these, six hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school opens from Monday to Friday, from 8.30am until 3pm, during school term time only. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Charlotte Adcock

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager 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 talked to staff and the children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector talked to the pre-school's SENDCo about how they support children with special educational needs and/or disabilities.

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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