

Inspection of Cranmore & Doultling Preschool

Memorial Hall, West Cranmore, Shepton Mallet, Somerset BA4 4QJ

Inspection date: 17 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Staff enthusiastically greet the children on arrival. Children know where to put their belongings before patiently waiting on the cushions as their friends arrive. The children and staff engage in conversations about current events, such as the recent carnivals in the local area. Children listen attentively and respond positively to adults and other children. They demonstrate confidence in their surroundings, approaching visitors with ease.

Relationships between staff and children are warm, considerate and compassionate. Children are well behaved; they understand the routine and flow of the setting. Children explore the environment independently, engaging in a range of activities, such as painting, role play in the home corner and play dough. Children confidently interact with one another and staff, including new children. For example, staff interact at child level with the play dough, using cutters to make shapes. Children work with the adult to push play dough out of the moulds. Staff narrate play, using descriptive language such as 'squashing', 'rolling' and 'squeezing'.

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

- Children make good progress in their mathematical development. There are lots of opportunities to extend mathematical knowledge and skills. Staff incorporate numbers into the daily routine and activities. They deliver teaching effectively to meet the individual needs of each child. For example, children play with sand, filling up a jug located on top of large weighing scales. A staff member points out the numbers, asking if they could reach up to the number four. Children fill up the jug, looking at the dial moving along the numbers. They express, 'I have too much; it's full up', before removing the sand to reach the correct number.
- Staff encourage independence, preparing children for their move to school. Children wash their hands before activities, such as baking and snack time. They pour their own milk and water before selecting healthy snacks. Children find their own coats and shoes when transitioning to the garden area. On return, children independently change shoes to re-enter the nursery. However, on occasion, there are missed opportunities to further promote independence in hygiene routines. For instance, staff are too quick at times to help children with their personal care, providing tissues for them.
- The management team lead a well-planned curriculum based on children's individual interests and learning needs. They are committed to improving the practice and enhancing the learning outcomes for all children. Children have the freedom to make their own choices during play, with valuable interactions from staff. There are activities in place that provide support for children's individual needs and group learning. For example, children engage in a baking activity.

They weigh the ingredients, identifying numbers with adult support. However, staff do not fully enhance older children's literacy skills. For example, they miss opportunities to promote words in print as they bake.

- Staff have built strong parent partnerships. They work closely with parents from the start to find out about children's learning and interests. Staff use this information to plan how to meet the child's individual needs and to assist with the settling-in process. Parents speak positively about the care and learning children receive. Learning is shared every day through individual books. This helps parents continue their child's learning in the home. Parents state that staff are 'welcoming and friendly' and provide a 'home-from-home setting'.

Safeguarding

The arrangements for safeguarding are effective.

Management ensures all staff are well trained and up to date in child protection procedures. They can confidently recognise signs and symptoms that may indicate a child is at risk of harm. Staff are confident who to report these concerns to, including any concerns that they may have about a colleague or the committee members. The setting has secure procedures in place when recruiting new staff, including following vetting and recruitment processes.

What does the setting need to do to improve?

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

- strengthen children's opportunities to develop personal hygiene skills
- provide more opportunities for older children to make links between letters and sounds, to promote later reading.

Setting details

Unique reference number	142975
Local authority	Somerset
Inspection number	10234225
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	13
Name of registered person	Cranmore & Doultong Pre-School Committee
Registered person unique reference number	RP907553
Telephone number	07751 533997
Date of previous inspection	9 January 2017

Information about this early years setting

Cranmore & Doultong Preschool registered in February 1992. The pre-school operates from the Memorial Hall, situated in the centre of the village of Cranmore, in Somerset. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It opens on Monday to Friday, from 9am to 3pm, during term time only. There are three members of staff employed, including the manager, all of whom hold relevant qualifications in childcare and early years education at level 3.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was conducted with the manager to understand how they deliver the curriculum.
- The inspector talked to the setting's special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The inspector considered the opinions and views of parents during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations while evaluating the impact it has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the staff and children and took their views into account.
- A leadership and management discussion was held between the inspector and the manager.

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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