

# Inspection of St George's Pre-School (Taunton)

St George's Catholic Primary School, The Mount, Taunton TA1 3NR

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Inspection date: 28 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

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 and settled and have positive relationships with their key person. Staff know children very well and plan the personalised curriculum based on their next steps in learning. The setting works with parents to find out about children's interests and use this to inform planning and the activities they provide. Staff identify if a child may need additional support from the outset, and they work very well with families and external agencies to ensure that children make good progress in their learning and development. Children with special educational needs and/or disabilities are supported with individual learning activities, which support their next steps in learning.

Children demonstrate good levels of engagement and enjoyment from the range of activities on offer. For example, children enjoy listening to stories. Staff read familiar stories, and children delight in calling out key words and learning the meaning of words, such as 'attitude.' Staff and children discuss the character's feelings and learn to name emotions.

Staff have high expectations of children's behaviour, and children behave well. There is a positive and respectful culture. Children are independent. For example, children help prepare snack by cutting up fruit. Younger children develop their self-care skills and put on their coat and shoes independently. Older children prepare for starting school. The manager, in partnership with the local school, has identified curriculum goals they aim for the children to achieve in readiness for starting school.

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

- Staff promote respect for cultural diversity very well. They celebrate differences and similarities between children and families. For example, a display features different countries and the various languages spoken at the setting. Parents visit the setting to share learning about their culture. Children feel special and unique. They make a book about their customs and traditions in partnership with parents and the setting. Children share these books with their peers.
- Staff support children who speak English as an additional language well. They use picture cards to develop children's understanding and use of English. Staff learn key words in children's home languages to help them feel secure. The setting has excellent partnerships with external agencies. Translators visit the setting weekly, providing specialist support to children. This develops their communications skills and their understanding of concepts.
- The setting provides a wealth of experiences via the local community. For example, the children visit the primary school. This supports children in their transition to school. Furthermore, children go on outings to the church and a

wildlife area. They also invite visitors into the setting to support children in their understanding of people's roles. For instance, a dentist and the fire brigade have visited. This helps children to learn about the world around them.

- Staff make good use of books and songs to complement learning. For example, staff sing songs in French and teach mathematical concepts and vocabulary. Children delight as they join in with the singing and dancing. After exercise, children learn about the affect this has on their bodies. Children learn about the importance of a healthy lifestyle.
- Parents are very positive about the strong partnerships established with them. They describe the good care and support given to them and the children. Communication with parents is very good. They are informed regularly of their child's learning and development via an online platform, daily conversations and summary reports.
- Staff support children in developing their fine motor skills. This is to help children develop their writing skills when they start school. However, children do not access many of these activities, and staff could further support children in developing their writing skills.
- The manager is committed to providing high-quality and inclusive care. She is reflective in her practice and identifies areas for improvement. She has a professional rapport with the staff, and the setting has a positive atmosphere. The manager supports staff by ensuring that workload is manageable. Staff report that they feel well supported at the setting and are confident to ask for support if needed.
- Some staff skilfully maximise learning opportunities, addressing many areas of learning through their conversations. However, this is not consistent with all members of staff, and some learning opportunities are missed. This does not support children in developing their communication and language as well as they could.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is a high priority, and staff remain vigilant to any concerns. Staff, with the children, carry out daily risk assessments. Children learn to recognise risks in their environment to help keep them safe. There are thorough recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. The manager keeps a record to ensure all staff qualifications and checks are up to date.

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

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

- support children to develop their mark-making skills further
- strengthen the quality of interactions between staff and children to develop their speaking and listening skills even more.

## Setting details

<b>Unique reference number</b>	EY474983
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10233906
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	ST GEORGE'S PRE-SCHOOL (TAUNTON)
<b>Registered person unique reference number</b>	RP533467
<b>Telephone number</b>	01823 327879
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

St George's Pre-School (Taunton) registered in 2014. It is governed by a board of trustees. It operates from purpose-built accommodation on St George's Catholic School site, in Taunton, Somerset. The pre-school opens from 9am until 3.15pm, each weekday, during school term time only. The pre-school receives funding to provide free early education to children aged two, three and four years. The trustees employ a manager, who has an early years qualification at level 5. She is supported by five members of staff, of whom one holds a qualification at level 5, two at level 3 and two apprentices.

## Information about this inspection

### Inspector

Leanne Galloway

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress and how she delivers the curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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