

# Inspection of Charfield Pre-School

Foundation Rooms, Charfield Primary School, Wotton Road, Wotton-Under-Edge,  
Gloucestershire GL12 8TG

---

Inspection date: 2 December 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school eager to play. They are warmly greeted by caring and nurturing staff who actively listen and value what children have to say. Children have lovely conversations with staff who promote their communication skills well. For example, staff ask them about events in their lives, such as recent birthday celebrations. Children clearly have strong bonds with staff. This helps them to feel safe and secure. Staff are positive role models for children and have high expectations of them all. They remind children of rules and boundaries and, as a result, children are polite and behave well. Children enjoy an inviting curriculum that supports learning and stimulates their curiosity. For example, children learn how to care for the pet guinea pigs as they help to feed them.

All children, including those with special educational needs and/or disabilities (SEND), make good progress. Staff act swiftly to close any gaps in children's development and put measures in place while they wait for referrals. Staff use additional funding effectively to support individual children. They organise outings to enrich their life experiences, including a trip to an arboretum. Children benefit from smooth transitions when moving on to school. Staff have effective partnerships with local schools and arrange for children to visit throughout the year.

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

- Staff get to know children well from the start. They gather information from parents about children's preferences and personalities. Staff create family books with photos of meaningful people in children's lives. Staff also visit children in their homes prior to starting. This helps to develop trusting relationships and learn about children's home lives. As a result, children's emotional security is promoted so that they feel confident and ready to learn.
- The manager values her staff team. She provides opportunities for constructive team discussions and meets with staff individually. She encourages them to talk through any concerns they may have. She checks in on their well-being and staff report high team morale. Staff have opportunities to attend training to help them in their roles. For instance, recent speech and language training has helped them to work effectively with children who are delayed in this area. However, the manager does not yet focus precisely enough on remedying minor weaknesses in staff practice.
- Children delight in imaginative play. Staff observe and plan the curriculum according to children's interests and recent experiences. Staff incorporate many areas of learning into activities. For instance, children are animated and expressive as they pretend to be hairdressers. They re-enact previous experiences as they ask each other, 'What would you like in your hair?' They

practise mathematics skills as they enjoy using pretend money. They say, 'That will be ten pounds please.'

- Children with SEND receive good support. Staff work effectively in partnership with parents and refer to other professionals to get children the help they need. They implement individual plans to help children make the best possible progress. However, sometimes, when children struggle to follow routines, staff do not consistently use available resources to help children understand what to do next.
- Partnerships with parents are strong. Parents report how well staff communicate with them about their children's learning. Staff also encourage learning to continue at home. For example, they encourage children to take books home for parents to read with their children. This promotes parental involvement in children's learning and further develops children's love of books.
- Staff work hard to provide a rich set of experiences for children. Children learn about the world around them, as staff arrange for visits from people of different professions, such as police officers and vets. Staff champion diversity and teach children to learn about cultures other than their own, such as Black history.
- Staff support children to gain helpful skills required for the future. They teach children to become independent in tasks, such as serving themselves fruit at snack time and pouring their own drinks. Furthermore, older children benefit from attending 'Rising Fives'. This is where staff have a strong focus on helping children practise specific skills needed for school, including changing for physical education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their roles and responsibilities to protect children in their care from harm. Managers and staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of abuse. Staff know the reporting procedures should they become concerned about the welfare of a child. They also have awareness of other safeguarding issues that can affect children, such as the influence of extreme or radical views. Staff know the actions to take should they become concerned about a colleague's conduct.

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

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

- strengthen arrangements for monitoring staff practice to ensure minor weaknesses are identified and addressed, to raise quality of practice to the highest level
- support staff to use available resources consistently to help children who have difficulties understanding and following routines.

## Setting details

<b>Unique reference number</b>	EY221221
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10233612
<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>	25
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Charfield Pre-School Committee
<b>Registered person unique reference number</b>	RP904606
<b>Telephone number</b>	01454 260059
<b>Date of previous inspection</b>	2 March 2017

## Information about this early years setting

Charfield Pre-School has been open since 1967 and registered in 2002. It operates from Charfield Primary School. The pre-school is open in term time only, Monday to Friday from 9am to 3pm. A team of eight staff are employed, the majority of whom hold relevant qualifications at level 2 and level 3.

## Information about this inspection

**Inspector**  
Michelle Grayling

## 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 spoke to parents and took their views into consideration.
- The inspector and the manager carried out a joint observation of staff teaching and evaluated it together.
- Discussions were held between the manager and the inspector to evaluate the leadership and management of the setting.
- The manager led the inspector on a learning walk and discussed how they organise the curriculum.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022