

# Inspection of Court Fields Pre School

Wellington Youth Centre, Mantle Street, WELLINGTON, Somerset TA21 8SW

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Inspection date: 5 January 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children flourish under the care of exceptionally committed staff in this welcoming pre-school. They settle as soon as they arrive and quickly become engrossed in playing. All children have extremely close bonds with their key person and other staff, and they take part in activities that enthuse and engage them. They enthusiastically stomp and roar like dinosaurs in music sessions as part of their theme-based learning. They develop their imaginations by making 'potions' in the mud kitchen while learning new descriptive words and how to measure.

Children exhibit very high levels of confidence and perseverance in all aspects of their learning. They develop their physical skills through activities, such as cutting their own fruit at snack time or learning how to use a real saw with an adult. They take calculated risks in the very well-supervised and organised outdoor area, for example climbing tree trunks using rock-climbing holds or jumping from play equipment.

Staff make the highest effort to ensure that children feel part of their local community. Children delight in collecting and then delivering toys to a local charity. They relish the regular opportunities to go to the shop to buy resources or food for snack time. Staff are proud of the children's impeccable behaviour, particularly when out and about.

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

- The manager leads the pre-school with enormous enthusiasm. She is extremely knowledgeable, well organised and very well respected by her staff, as is her deputy manager. She ensures all staff have opportunities to further their training, including obtaining higher levels of qualifications. All staff are incredibly well supported, including apprentices, and staff enthusiasm and well-being are incredibly high.
- The provision for children with special educational needs and/or disabilities is very strong. Regular, high-quality tracking of all children's development ensures that areas for concern are picked up very quickly, particularly in relation to speech and language development. Exceptionally detailed plans for interventions and their regular delivery by the staff, who are all highly trained, ensure that targeted support is in place very quickly. Staff spend additional funding extremely well and ensure it is targeted to the children's specific needs, such as providing specialist physical support equipment.
- Key persons know their children exceptionally well. They tailor support to their key children to ensure they make noticeable progress over very short periods of time. Staff adapt their teaching methods to suit different children. Key persons work very well in groups of 'key families', which include four key persons and

their key children. In their key families, staff support each other in observing children, discussing progress and developing their teaching. This highly effective key-person system also ensures parents feel very well informed of their children's progress and next steps.

- Staff are highly effective at ensuring that children become independent. They are extremely patient with children, allowing them time to persevere. For example, staff give children a great deal of time and encouragement to put on their outdoor clothes independently if needed. Staff provide exceptional support with toileting arrangements, with personalised plans readily available for all children. All children are very well prepared for the next stage in their learning and for school.
- All staff are extremely skilled at using questioning to deepen the children's understanding at every opportunity. Vocabulary development is excellent. For example, staff introduce new descriptive or mathematical vocabulary while playing with the children. All children, including children who speak English as an additional language, confidently use new words, such as 'delicious', in their play.
- Parents are extremely happy about the service provided by the pre-school. The level of communication, both formal and informal, to parents and the detail provided are superb. Staff provide activities to engage families, which go above and beyond. Half-termly family activity days that promote learning are extremely well attended. A vast range of story bags are sent home as part of a targeted support programme. For example, they help to develop both the parent and the child's knowledge of nursery rhymes. Parents comment that they relish being on their child's learning journey with them.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent knowledge of safeguarding and are highly vigilant. They very confidently recognise the signs and symptoms of abuse. The manager ensures that staff have an in-depth safeguarding knowledge through formal training, cascading information during discussions and regular 'quizzes' in staff meetings. All staff update their knowledge on more specialised safeguarding issues, such as female genital mutilation, on a carefully planned cycle. Robust procedures are in place for reporting concerns and whistle-blowing. The manager has an excellent knowledge of safer recruitment and has put in place rigorous systems to recruit new staff. Timely and thorough induction procedures are in place for all new staff, including apprentices.

## Setting details

<b>Unique reference number</b>	2593257
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10251307
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Court Fields Pre-School CIO
<b>Registered person unique reference number</b>	2593256
<b>Telephone number</b>	01823661971
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Court Fields Pre School registered in 2020. It operates from the old youth centre in Wellington, Somerset. Sessions are daily from 9am until 3pm, term time only, with wraparound care provided from 8.30am until 4pm. The pre-school receives funding to provide free early years education for children aged two, three and four years. The trustees employ a manager who has an early years qualification at level 4. She is assisted by eight members of staff; one of whom holds an early years qualification at level 6, four hold level 3 qualifications, one has a level 2 qualification and two are apprentices.

## Information about this inspection

### Inspector

Leanne Edge

## 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 manager and the inspector completed a learning walk of all areas of the pre-school and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation in the outdoor area.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- Staff spoke to the inspector during the inspection.

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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