

Inspection of Minety Pre-School CIC

Minety Church Of England Primary School, Sawyers Hill, Malmesbury SN16 9QL

Inspection date: 26 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are safe, well cared for and enjoy their time at the pre-school. They have good opportunities to be imaginative and investigate the learning environment. For instance, they build with blocks, explore nature and pretend to be helicopters as they see one in the sky. However, not all children make the best possible progress, particularly those children with delays in their learning. Staff do not always assess children's development precisely enough to identify when a child requires extra support and input. Neither do they ensure all children are sufficiently challenged in their learning.

Staff provide resources that are linked to children's interests. Some staff successfully engage children in their learning, but this is not consistent across the staff team. Managers do not ensure that all staff know how to support all the children in their care, to meet their needs as well as possible. Managers do not monitor staff teaching well enough to address some weaknesses in their teaching. Despite this, children are polite and behave well. For example, they help to tidy up and say 'excuse me teacher' when talking to staff.

Staff get to know the children when they first start by asking parents for information about their children's likes and dislikes, for example. Although each child is assigned a key person, managers do not ensure all parents know who they are.

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

- Managers have a clear understanding of the intent of the curriculum and what they want children to learn. However, the supervision of staff does not focus sufficiently on their practice. Managers have not addressed weaknesses to raise the level of teaching to a consistently good level.
- Staff are attentive to children and meet their care needs well. For example, they ensure children have a change of clothes when they need it to keep them dry and comfortable. Staff have also introduced a 'snuffle station' with tissues and a mirror. This encourages children to blow their own noses and contributes to their learning of good hygiene routines.
- Staff carry out assessments of children's progress, including the progress check for children at the age of two years. However, some assessments do not accurately reflect the individual needs of the child. This means children do not receive the timely support they need to swiftly close any gaps in their learning and prepare them for school.
- The majority of parents are happy with the care their children receive. They say staff communicate with them about what their child has been doing that day and that their child's confidence has grown since attending. However, as not all

parents know who their child's key person is, they are unclear on what their child's next steps in learning are.

- Staff promote children's healthy lifestyles. They encourage healthy eating at snack and lunchtimes and children have free access to drinking water throughout the day. Children have plentiful opportunities to be outdoors and enjoy the fresh air as they play in the large garden area. Children are active and practise their physical skills, such as balancing along tyres. They develop their core strength and coordination through climbing up and over a raised hill and by riding on wheeled toys.
- Staff take into account children's interests when planning activities. For example, a recent interest in animals has informed a group topic. However, staff do not consider the individual needs of all children, including those who require extra support and challenge in their learning. For instance, most-able children wander aimlessly for long periods of time and others lose focus during group activities.
- Staff provide opportunities for children to engage with the local community. They encourage participation in local events, such as making resources for the Queen's Jubilee and Remembrance Day. They also develop children's understanding of other cultures in the wider world. For example, children were excited to listen and dance to bagpipe music when exploring Burns Night.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their roles and responsibilities to protect the 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 and know the actions to take should they become concerned about the conduct of a colleague.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective arrangements for the supervision of staff, to provide coaching and training in order to promote consistently good teaching and learning for children	03/03/2023

<p>improve the quality of assessment, including the progress check at age two, to ensure concerns about children's development are swiftly identified, and take appropriate action to seek timely support, including referrals to other professionals where necessary</p>	<p>03/03/2023</p>
<p>improve the key-person arrangements to ensure information about children is accurately shared with all staff, and ensure parents know who their child's key person is to fully involve them in their child's learning</p>	<p>03/03/2023</p>
<p>ensure staff plan activities that focus more sharply on children's individual learning needs, to provide appropriate challenge and ensure they are well prepared for the next stage in learning, including moving on to school.</p>	<p>03/03/2023</p>

Setting details

Unique reference number	EY486065
Local authority	Wiltshire
Inspection number	10264838
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	31
Number of children on roll	24
Name of registered person	Minety Pre-School CIC
Registered person unique reference number	RP534328
Telephone number	01666 860009
Date of previous inspection	28 June 2017

Information about this early years setting

Minety Pre-School CIC re-registered in 2015. It is based in Malmesbury, Wiltshire. The pre-school operates from 9am to 3pm, Monday to Friday, term time only. There are five staff who work with the children. Of these, one holds qualified teacher status, with the remainder holding relevant early years qualifications. The pre-school accepts children from the age of 18 months and receives funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Grayling

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 inspector spoke to staff, parents and children at convenient times during the inspection.
- Both the inspector and a manager carried out a joint observation of teaching and evaluated it together.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The inspector looked at a range of documents, including staff records, progress checks for children aged two years, paediatric training certificates and information on the suitability of staff.
- A manager led the inspector on a learning walk of all areas of the setting and discussed the early years 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.

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