

Inspection of Merriott Pre-school

Evergreen Path, Merriott, Somerset TA16 5RB

Inspection date: 9 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Outstanding
-------------------------	--------------------

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 are confident, happy, emotionally secure and enjoying their learning. They are developing good skills for their future. They have enquiring minds and are independent in their personal hygiene and physical skills. For example, older children carefully and expertly cut around a desired shape. They wash their hands to eat, pour their own drinks and pass the jug to their friends. Children behave extremely well and are highly motivated, excitedly joining in with whole-group activities. For example, as soon as a bell rings, children immediately go to the area for circle time and eagerly participate. Children develop a love of books. They recall familiar stories as they use the good range of resources that spark their engagement. Staff read to the children, pausing for them to fill in words and to ask and answer questions. Staff use successful methods to help children to manage their emotions and express how they are feeling appropriately. Children are heard to make comments such as 'I love you' and 'You can share that'.

Parents confirm how effective the communication with the setting is, including through technology and daily discussions. They comment that staff appreciate the importance of the handovers and never rush these. Parents get consultation meetings and know their children's next steps to support them at home.

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

- The manager has a good understanding of her curriculum intent and ensures that staff plan a well-organised environment. This enables the children to make choices and lead their learning. Staff now seek good information from parents to know what children can already do and their interests. Staff monitor children's development well and use the information successfully to plan effectively for their next stages of learning.
- Staff provide good support so that children become confident communicators. For example, they give children enough time to speak and to ask and answer questions. They provide clear explanations and demonstrate well. Staff listen to children and help them to describe what they can feel and see. They introduce new vocabulary and find out whether children understand the meaning of 'big' words in books, such as 'magnificent'. Children engage in discussions with staff and each other.
- Children make choices, explore and are inquisitive. Staff provide an exciting environment and activities. For example, children find the right tools to fit nuts and bolts together as they pretend to be builders. They manipulate dough, strengthening their hands ready for writing. However, there are few resources outside that encourage children to want to use writing and literacy in their play.
- Staff provide excellent support for children to resolve and manage behaviour. Children are highly motivated and resilient when they come across a problem.

Staff help them to make predications and test their ideas to find out whether they are right. Children have outstanding attitudes and engage extremely well.

- Children have good opportunities to be active and healthy. Outside, they create obstacle courses and confidently balance on planks, roll tyres and manoeuvre full wheelbarrows. They recall water freezing outside, and the importance of trees and taking care of the environment. Children use a range of tools safely. Staff provide good supervision and are deployed effectively. However, staff do not always encourage children to consider risks and ways to keep safe for themselves.
- Partnerships are strong. The manager and staff work successfully with local childminders who also provide care of the children. They share summative reports and work together to be consistent and complement children's care and learning. Other professionals visit the pre-school to observe children with special educational needs. They provide staff with advice, which they have found to be successful and beneficial to the children.
- The strong staff team has good, positive relationships. The manager and deputy work directly with the children and staff, providing effective role models. The manager is new to her role and has already introduced good systems to monitor the quality of the provision. For example, she provides staff with regular supervision, with an emphasis on supporting development and well-being. She has recently sent out a questionnaire to gain parents' feedback on the provision.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have regular safeguarding training. They have a good knowledge of the signs that a child might be at risk of harm and the procedures to follow to help safeguard them. They know whom to report to if they have a concern about a colleague, including outside their organisation. The manager follows correct procedures regarding the 'Prevent' duty, including liaising with the school. She understands the importance of working with parents on internet safety with young children. Staff provide good supervision and deploy themselves effectively to keep children safe. There are good practices to help ensure the suitability of staff.

What does the setting need to do to improve?

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

- help children to assess risks for themselves and consider ways to minimise these
- provide opportunities for children who prefer to learn outdoors to develop their literacy skills further.

Setting details

Unique reference number	162080
Local authority	Somerset
Inspection number	10263701
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	28
Name of registered person	Merriott Pre-school Committee
Registered person unique reference number	RP906873
Telephone number	01460 77922
Date of previous inspection	10 May 2017

Information about this early years setting

Merriott Pre-school registered in 2001. It operates from its own premises situated in the grounds of Merriott Primary School in Merriott, Somerset. The pre-school opens Monday to Friday from 9am until 3pm during school term times. The pre-school receives funding to provide free early years education for children aged two, three and four years. The committee employs four members of staff, of whom three hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation on a whole-group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this was having on children's learning.
- The manager and inspector held a leadership and management meeting, and the inspector checked relevant documentation to demonstrate the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023