

# Inspection of St Peter's Nursery

Doniford Road, Williton, Taunton, Somerset TA4 4SF

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Inspection date:

24 May 2023

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## Overall effectiveness

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## 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**

Staff take account of children's interests and provide children with a broad range of experiences, particularly for younger children. However, not all staff have a good understanding of how they can build on older children's prior knowledge during their play. For example, when children draw a dinosaur, staff do not encourage children to think about what they know about dinosaurs to help them develop their ideas.

Staff take time to get to know children and meet their individual care needs effectively. Babies and young children thrive as they develop close bonds with familiar and caring staff. They are happy and receive regular cuddles and reassurance to meet their emotional needs successfully. Young children love sharing familiar stories together. They cuddle close and show great interest in the pictures. Staff listen and respond well to children's observations, repeating and extending language.

Children make decisions about their play. For example, younger children decide to investigate hoops. Staff show children how to roll them, and children are keen to have a go and persevere. Older children show fascination when playing with the compact disc player, showing curiosity in the flashing lights and how to operate them. Children move in time to the music and staff encourage them to use ribbons to express themselves and extend their movements. Children follow instructions, for example, moving the ribbon up and down.

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

- The curriculum is not well understood by staff, particularly in the pre-school room. Staff are not always clear on what it is they want children to learn and, therefore, children are not challenged effectively to gain the skills they need for school. Staff do not use the resources available to them, such as visual aids and signing, to enable all children, including children with special educational needs and/or disabilities, to fully engage in their learning.
- Younger children benefit greatly from staff's positive interactions. Staff constantly commentate on children's actions to build language and understanding. For example, staff question children well as they construct so that they can improve their robot design. Children are very keen to share what they have achieved. These positive interactions help children to have the confidence to explore and lead their learning. However, pre-school children do not benefit as much from staff's interactions. For example, staff do not use daily routines, such as lunchtimes, well to promote children's independence or to encourage language development.
- Staff work closely with parents to ensure that they meet children's care needs

successfully. There is a good exchange of information when children arrive, for example, to ensure that children are wearing sun cream. Staff are respectful when changing children's nappies. They reassure younger children and engage them in the process. Toddlers show pride in their achievements, for example, when they use the potty. They confidently fetch the step so that they can wash their hands independently.

- Toddlers engage well in turn-taking games. Staff help children learn each other's names, repeating these regularly, so that children can choose who to roll the ball to. Children begin to build friendships. Older children play collaboratively, for example, to build imaginatively with the large wooden blocks.
- Toddlers receive clear messages so that they understand expectations for their behaviour. Staff manage children's behaviour well. They distract and explain. They discuss how the child may be feeling and how they have made others feel and redirect their play successfully. However, older children do not always receive the same clear messages and staff do not use the resources available to them to help children regulate their emotions.
- Staff working with the older children do not always help them to be aware of their environment and to assess potential risks to help them remain safe. For example, staff do not always help children understand the possible consequences of running around the table in socks on a slippery floor. Staff do not interact well with children who are playing on the ride-on tractor. They do not always help children to consider a different route when the pathway is blocked so that they do not accidentally bump into other children playing nearby.
- Leaders and managers have an ambitious vision for the future, including better opportunities for staff to develop their skills and improve the quality of children's experiences. However, as yet, this is not embedded. This has led to some staff not fully understanding the curriculum and how to implement it to ensure that children have the best opportunities to learn.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust arrangements to ensure that leaders complete appropriate checks and staff remain suitable for their role. The leadership team reviews risk assessments when required and adapts them to ensure that children remain safe and the premises are secure. Leaders, managers and staff have good understanding of their safeguarding policy and procedures. They receive regular training to keep their knowledge fresh. Staff have good understanding of indicators that a child is at risk of harm. The designated safeguarding lead (DSL) understands the importance of professional discussions and working alongside other agencies to protect children.

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

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	Due date
ensure the curriculum is well understood by staff, in particular in the pre-school room, and that they understand how to implement this effectively to enhance children's learning	23/06/2023
support and guide pre-school staff to raise the quality of their interactions to engage children in meaningful learning.	23/06/2023

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

- help older children to confidently assess the risks around them to keep themselves and others safe
- use all opportunities and available resources to help older children gain independence and to understand behavioural expectations in readiness for school.

## Setting details

<b>Unique reference number</b>	2510556
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10293084
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Beacon Educational Mat Ltd
<b>Registered person unique reference number</b>	RP543245
<b>Telephone number</b>	07974417011
<b>Date of previous inspection</b>	22 July 2022

## Information about this early years setting

St Peter's Nursery operates from premises in the grounds of St Peter's First School in Williton, Somerset and is part of the West Somerset Academies Trust. The nursery is open each weekday, from 8am to 5pm, all year round, except for bank holidays. It receives funding to provide free early education for two-, three- and four-year-old children. There are nine members of staff who work with the children. Of these, one holds an early years qualification at level 5 and five at level 3.

## Information about this inspection

**Inspector**  
Rachael Williams

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk to discuss the early years curriculum and what they want children to learn.
- The early years lead joined the inspector on a joint observation of a pre-school activity.
- The inspector spoke with parents during the inspection and considered their views.
- The inspector observed staff interactions with children and spoke to children and their key persons during the inspection.
- The inspector conducted professional discussions with the leadership team, manager, DSL and special educational needs coordinator during the inspection.
- A sample of documentation was discussed and observed.

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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