

# Inspection of Stanton Drew and Pensford Preschool

Norton Malreward Village Hall, Church Road, Norton Malreward, Pensford, Bristol  
BS39 4EX

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Inspection date: 25 May 2023

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

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

### **The provision is good**

Children are well motivated and eager to explore the activities on offer as soon as they arrive at this welcoming pre-school. They have wonderful relationships with staff and feel safe and secure in their environment. Staff are good role models for children. They show passion and care and are attentive to children's needs. All children respond positively to staff and each other and show a good understanding of the boundaries set. For example, children follow instruction well and work together to tidy away when they hear the bell for tidy-up time. They are thoughtful and caring towards their friends and wait patiently and safely when sharing scissors to cut pieces of paper to make bees.

Children have access to a broad and varied curriculum that is based around their learning needs and interests. They show confidence when communicating with staff and each other. Staff support children's communication through skilled interactions. For example, children learn new vocabulary such as 'tadpoles' and 'life cycles' when observing the tadpoles in their tank. Staff make sure that children have exciting outings daily. Children visit different places in the local community where they can explore and develop their physical skills. For example, children enjoy 'forest club' once a week. They investigate the woodland, enhancing their learning of the natural world.

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

- The new management team has created an ambitious curriculum intent. The staff have an excellent awareness of how children learn and provide opportunities for children that support their well-being and emotional development. For example, children discuss how they feel with staff during self-registration when they arrive in the mornings, showing that they are beginning to understand and express their feelings to a trusted adult.
- Staff work closely with parents to pinpoint children's starting points and the manager offers to visit children in their own home. This helps staff to get to know children and families better. This ensures that staff can support children in their next stage of learning and development, and children make good progress from their starting points.
- Staff know what children can do and what they need to learn next. For example, children are challenged in their literacy development when using their imaginations to create their own stories. However, planned activities do not always support individual children's next steps to help them make the best possible progress.
- Staff show children high levels of respect and kindness and value their opinions and choices. They have high expectations for all children, including children with special educational needs and/or disabilities (SEND) and children who speak

English as an additional language. Staff work closely with outside agencies, families and other settings that children attend to support their individual needs. This ensures that all children make good, consistent progress.

- Staff who speak Spanish share this with children daily. For example, children enjoy learning songs in Spanish and can recall them. Parents comment on how children sing these songs at home, supporting their awareness of the world around them and introducing children to new and wonderful languages.
- Children develop safe and healthy practices. For example, children negotiate space and use their balance well when climbing into the hammock independently and swinging from side to side. This enables children to manage age-appropriate risks. Children independently brush their teeth and learn about oral hygiene.
- Parents are very positive about the pre-school and their children's experiences. One parent describes how the pre-school has 'strong foundations to support learning'. They are kept informed of their children's development through regular updates and have secure and trusting relationships with staff. Parents are aware of their children's next steps to support their child's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their duty to protect children and report any concerns they may have about a child's well-being or a member of staff. The environment for children is safe and secure. Children are able to manage risks when climbing and balancing on wooden planks. The manager has effective and efficient recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so. The manager ensures that all staff have training in all aspects of safeguarding children. Team meetings are used to support staff to embed their knowledge.

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

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

- refine how staff plan for children's next steps during adult-led activities to enable children to achieve their full potential.

## Setting details

<b>Unique reference number</b>	2634323
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10285878
<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>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Stanton Drew and Pensford Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522172
<b>Telephone number</b>	07810632064
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Stanton Drew and Pensford Pre-School is situated in the village of Norton Malreward. It is open term time only. Sessions are available from 9.15am to 2.45pm on Monday to Thursday, and 9.45am to 1.45pm on a Friday. The pre-school employs six members of staff. The manager and three other staff hold level 6 qualifications with qualified teacher status, and two staff are unqualified.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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 carried out a joint observation of an activity with the manager.
- 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 special educational needs coordinators spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about what they like to do when they are at pre-school.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.

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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