

# Inspection of Mere Pre-School & Nursery

Mere School, Springfield Road, Mere, Warminster, Wiltshire BA12 6EW

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Inspection date: 19 October 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

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

Committee members do not have a secure understanding of their roles and responsibilities. They have failed to inform Ofsted of any changes within the required timescale, which is a requirement. However, this does not have a significant impact on children's welfare. Children arrive happy. Those new to the setting, confidently wave goodbye to their parents and are excited to see what activities are available. Children behave well and respond appropriately to staff instructions; they know to stop, listen and tidy up when the bell rings, and all children help to take care of the environment.

The ambitious curriculum has a positive impact on children's development. Staff are keen and motivated to learn. For example, children become independent in managing their clothing. Staff provide good support to encourage children's perseverance and sense of achievement. Children grow in confidence, managing as much as they can for themselves, until, step by step, they learn to put on wet-weather gear and boots. Children use trial and error to see what works, such as when balancing blocks on top of each other, and try something different when it does not. Staff's positive interactions help to extend children's knowledge and skills, ready for school. The manager has close links with the school to aid children's smooth transition there, and overall, staff have good partnerships with parents.

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

- The committee has not understood their responsibility to enable Ofsted to make suitability checks on their members. However, this does not compromise children's welfare because they do not work directly with the children. The manager and deputy are strong role models for staff. Through continual reflection, they make ongoing improvements to children's experiences. There is a strong focus on staff well-being and new staff receive mentoring until they are confident to have key children to support. Staff confirm the effective help they receive to develop their practice and gain further qualifications.
- Staff plan successfully to follow children's fascinations, which motivates their learning and enables them to develop their ideas. Children receive good support from all staff as they follow children's interests. Parents confirm that they have daily opportunities to speak to staff and they receive verbal and written reports of their children's progress. However, some parents are not aware of their children's next stages of learning, to support them even better at home.
- Staff support children's language skills well throughout everything. They use books and songs, model language in context and extend children's vocabulary. They ask open-ended questions and give children enough time to think and respond. Staff work closely with outside agencies, to help children catch up with

their peers and become confident communicators. Children who are nonverbal have good opportunities to hear language and develop their understanding.

- Staff training has a positive impact on children's behaviour. For example, the deputy has implemented focused sessions with music, and these have already had a favourable effect on children's concentration. Staff meet the learning intentions successfully through effective teaching. Younger children are eager to join in and have a go in their free play, and staff then focus on older children in adult-led activities. Staff time the activity extremely well, so that children remain engaged and motivated, often asking to do it again.
- Staff support children's emotional development well. They are kind and gentle, providing children with positive role models. For example, when a child slips and hurts themselves, children show empathy and reassure them. Children gain an important awareness of a safe and healthy lifestyle, in their routines and play. For example, they enjoy healthy snacks and have daily outside play, where they learn to manage appropriate risks.
- The manager and staff have successful partnerships with parents and outside agencies to support children with special educational needs and/or disabilities. The special educational needs coordinator supports staff effectively in ensuring they give children the experiences they need to narrow gaps in their development. They make beneficial use of funding to support this. For example, through purchasing waterproofs and a water chute, they enable children, who prefer outdoor learning and water play, to become engrossed in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training. They have a good knowledge of their safeguarding policy and procedures. Staff know who to report concerns to, including who to go to outside of their organisation. The designated safeguarding lead takes appropriate action and is proactive in ensuring that children and families receive the support they need. She understands the procedures to follow should anyone make an allegation against staff. Staff assess risks well and take appropriate action to keep children safe on and off the premises. They supervise children effectively to enable them to choose where they want to play and learn, while keeping safe.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|   | Due date   |
|---|------------|
| ensure the committee know their roles and responsibilities. | 01/11/2023 |

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

- extend ways to ensure all parents know their children's next stages of development, to support learning at home even further.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY312232  |
| <b>Local authority</b>                             | Wiltshire   |
| <b>Inspection number</b>                           | 10307865  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>                      | 20  |
| <b>Number of children on roll</b>                  | 19  |
| <b>Name of registered person</b>                   | Mere Pre-School Nursery Committee   |
| <b>Registered person unique reference number</b>   | RP903914  |
| <b>Telephone number</b>                            | 01747 863337  |
| <b>Date of previous inspection</b>                 | 21 March 2018   |

## Information about this early years setting

Mere Pre-School and Nursery registered in 2005. The nursery is open Monday to Friday from 9am to 3pm. The nursery employs six members of staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2. The pre-school is in receipt of funding to provide early years education for children aged two, three and four years.

## 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 and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The manager and inspector conducted a joint observation on an adult-led 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, deputy 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.

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