

# Inspection of Colerne Preschool Limited

Vicarage Lane, Colerne, CHIPPENHAM, Wiltshire SN14 8EL

---

Inspection date: 7 November 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 greeted warmly by staff and eagerly enter the preschool. New children are given sensitive support and staff thoughtfully adapt arrival arrangements to help them settle in. Children form strong relationships with staff which fosters their confidence and well-being. Parents are thrilled with the loving care and support that children receive.

Children make good progress. Each child's key person assesses their development. They form plans from their observations of children, recognising their achievements and working out what children need to learn next. Children's literacy skills and imaginative thinking are inspired effectively by staff, using poetry and innovative storytelling. Older children are confident to tell their own stories, and staff support their friends to act these out. Children's language develops well. Staff get down to children's level using clear speech to help children progress their skills as they play. Children have fun filling containers to make sandcastles. Staff role model maths language and encourage children to count items. They ask children questions to encourage their conversation. Children discuss past experiences, such as trips to the beach and their favourite flavours of ice cream.

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

- Staff develop children's understanding of the world. They take children on nature walks and visit the local shop and post office. They visit the nearby church to learn about different festivals. Staff have good links with the village school and take children to join school activities in the community hall. They hold open afternoons at the preschool, for parents to visit and see what their children do at the provision. They also welcome parent led sessions on interesting subjects, such as Sikh festivals and army camouflage.
- Staff gain information from parents when children start, to help them get to know children. They then observe the children and liaise with parents further. However, occasionally some aspects are not as closely focused upon. Additionally, staff do not liaise with providers of other settings children attend. They therefore do not promptly get a full picture of all of the children's needs, to inform future planning, provide a consistent approach and ensure children make the best possible progress.
- Staff teach children about emotions through fun activities, such as a 'feelings song'. They offer prompt additional assistance when children are struggling to follow boundaries and expectations, ensuring children play safely. Staff use clear explanations to help children to share toys. Children begin to appreciate the needs of others. They build beneficial friendships and develop their social skills.
- Staff lead beneficial group activities to promote children's development. Some of these sessions work well and children's confidence and communication progress

effectively. However, staff are not always prompt with their support when some children become distracted, and then subsequently distract others. This means that children's listening and attention skills do not develop as quickly and effectively as possible.

- Staff encourage children's perseverance. Children work hard to get their boots and coats on to go outside, listening to the staff's well-placed tips. They develop their coordination climbing on equipment and practise their skills throwing and catching balls. Children help tidy away toys, and clear away their items after their snack and lunch. They are proud of their achievements, and develop their physical skills, independence, and sense of responsibility well.
- Children show positive attitudes to new experiences. They enjoy the sensory and creative opportunities available to them. They experiment with paint, interested to try painting with natural materials such as pine cones and leaves. However, staff do not fully think through the set-up of some activities and pick up on children's interests readily. Consequently, sometimes children's creative exploration does not develop as much as it could.
- The manager undertakes observations of staff practice. She leads supervision and team meetings. She appreciates the value of continuing professional development. Staff increase their confidence and skills through a range of training. The manager has correctly outlined further training, some related to the teaching of phonics, to help staff develop their practice further.

## Safeguarding

The arrangements for safeguarding are effective.

Staff implement risk assessments well, to identify and minimise hazards to children. Security procedures are robust, and staff keep the premises secure. They supervise children closely, offering them reminders on safe practices. Managers ensure vetting procedures for staff are undertaken. New staff receive a thorough induction to ensure they are familiar with preschool practice. Staff understand their responsibilities. They undertake safeguarding training and know what to do if they have concerns about a child in their care or the conduct of other staff.

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

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

- extend the information gained on children, to get a clearer picture of children's needs and to inform future planning more quickly
- enhance the support children receive during adult-led group activities to develop their listening, attention, and involvement to higher levels
- extend the opportunities for children to readily test out their ideas and develop their creative exploration as much as possible.

## Setting details

<b>Unique reference number</b>	2649826
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10305362
<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>	32
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Colerne Preschool Limited
<b>Registered person unique reference number</b>	2649825
<b>Telephone number</b>	07576496449
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Colerne Preschool Ltd registered in 2021. It is a privately run provision located in the village of Colerne, Wiltshire. It operates Monday to Thursday from 9am to 3pm, and Friday from 9am to 1pm. There are four members of staff one holds qualified teacher status and the other three hold an early years qualification at level 3. The nursery provides funded places for children aged three and four years.

## Information about this inspection

### Inspector

Rachel Howell

## Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the preschool with the manager.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023