

Inspection of Minety Pre-School CIC

Minety Church Of England Primary School, Sawyers Hill, Malmesbury SN16 9QL

Inspection date: 11 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from a welcoming and nurturing environment. Staff greet children happily as they arrive ready for their day at pre-school. They make time to talk to parents, where needed, to ensure they are happy leaving their children. Children develop positive relationships with all staff. Staff know what children like and create a safe and secure learning environment for them to explore. Children are confident and well settled.

Leaders have worked hard since the previous inspection to create a broad and ambitious curriculum that they centre around the children's interests and learning needs. Children have recently developed an interest in things that go 'up'. Staff use this interest to create exciting and meaningful learning opportunities for the children to explore this further. For example, children use magnetic bricks to create large structures, and they use their imaginations and critical thinking skills. Some children make tall towers, and others make houses for their toy animals. Supporting staff ask children how they can make their structure bigger and what shapes might make it stronger.

Staff work effectively to ensure that children with additional learning needs are very well supported. Staff quickly identify any gaps in development. They work closely with parents and external agencies to ensure that children get the support they need. While staff await advice from external agencies, they implement strategies to support children and provide an inclusive curriculum for them. For example, staff use objects of reference to support children's understanding of routine activities. They remove lids from pens to ensure they are accessible for children and model how to draw lines and circles on paper. Children copy and beam with delight when they achieve.

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

- Leaders have worked with their team to improve arrangements for effective support to help staff successfully fulfil their roles and deliver good teaching. The team meets regularly to discuss children's development and identify any gaps in learning and the strategies that can be used to close them. Staff are offered training to support their key children's needs. For example, leaders are seeking Makaton training for staff to support communication for those children who need it. They have also identified that many children struggle to regulate their emotions upon starting, so they have introduced strategies and resources, including 'The Colour Monster', to support this. Staff report that they are well supported and feel valued as team members.
- Leaders design a curriculum to help develop and extend all areas of learning. Staff create opportunities for children to practise many of these skills. For

example, staff create a sensory activity with shaving foam and resources to explore. Children develop the small muscles in their hands when they squeeze and scoop the foam with their hands. They talk to their friends about the towers they build with the blocks and the pictures they make with their fingers.

However, in the winter months, access to the garden is limited due to sudden changes in the weather. Staff do not always use alternative strategies to promote large physical movements, such as balancing and climbing. Therefore, children do not have consistent opportunities to build physical confidence or practise and develop these skills even further.

- Children display good behaviour. They are respectful of their environment and their peers. Staff generally provide children with expectations for behaviour. However, at times, such as when children run indoors or climb on low ledges, staff remind them not to run or not to climb but do not explain why this is important. Children repeat these actions, as staff do not consistently make them aware of the impact their actions may have on themselves or others around them.
- Staff promote children's communication and language skills effectively. They are excellent role models for language. They speak to children and members of the team with respect. Staff foster children's love of books and have created a warm and cosy quiet space with a range of texts for children to access. Staff enthusiastically read children a book about Christmas, and children snuggle up with staff and listen intently. When children hear new words like 'perplexed', they show an interest in the meaning. Staff talk to children about new words in an age-appropriate way to keep children interested. Children benefit from learning new vocabulary and meaningful interactions.
- Partnerships with parents are very good. Parents say that the staff are kind, inclusive and support the whole family unit. Leaders provide families with termly updates so they know what their children are learning and how they can continue their children's learning at home. Children and families are very well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is a positive safeguarding culture throughout the pre-school. Staff are aware of the signs and symptoms of risk and/or abuse. They know to follow the local safeguarding procedure to record and report any concerns and share these with the designated safeguarding lead. Staff know that they can seek support from external agencies if required. They can identify how they would recognise and report any concerns about the conduct of a colleague. Staff assess risks effectively to ensure the environment is safe for children to play and explore.

What does the setting need to do to improve?

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

- provide children with consistent opportunities to develop and practise their large physical movements to enable them to become physically confident and ready for their next stage
- use effective strategies consistently to support children to understand the impact their actions may have on themselves and others around them.

Setting details

Unique reference number	EY486065
Local authority	Wiltshire
Inspection number	10278489
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 9
Total number of places	31
Number of children on roll	37
Name of registered person	Minety Pre-School CIC
Registered person unique reference number	RP534328
Telephone number	01666 860009
Date of previous inspection	26 January 2023

Information about this early years setting

Minety Pre-School CIC re-registered in 2015. It is based in Malmesbury, Wiltshire. The pre-school operates from 9am to 3pm, Monday to Friday, term time only. It also operates a breakfast and after-school club for the local primary school between the hours of 8am and 8.45am and 3pm and 5pm. There are four staff who work with the children. Of these, one holds qualified teacher status, three hold a qualification at level 4 and one holds a relevant early years qualification at level 3. The pre-school accepts children from the age of 18 months and receives funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed the continued impact of the COVID-19 pandemic with the provider and has taken that into account in her evaluation of the provider.
- The leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing at pre-school.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the leaders.
- The leaders shared relevant documentation with the inspector.

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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