

# Inspection of Nestlings Pre School

Nestlings Pre School, Pratten Hut, School Lane, Staverton, Trowbridge, Wiltshire  
BA14 6NZ

---

Inspection date: 12 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 Good

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

### **The provision is good**

Children settle quickly into the pre-school upon their arrival, eager to see staff and explore the activities available. They have strong relationships with their key person and the whole staff team. Children enjoy their company and seek them out to share their experiences. Parents are very positive about the friendly and welcoming staff. They say that children are treated as individuals, with staff very beneficially adapting their support for each child.

Staff work together to form their child-led curriculum. They thoughtfully link this to children's interests and preferred ways of learning. This motivates children very effectively. Children confidently choose activities and areas to explore. They ride trikes, use climbing and balancing equipment, and jump on the small trampoline outside, building their coordination and strength well. Children follow their current fascination with pets, spontaneously creating a vet's surgery in their self-made den indoors. Children thrive on continued periods of uninterrupted play. They investigate and test out their ideas, and they show strong attitudes to developing their skills. Children create at the craft table, independently choosing the resources they need. They snip with scissors, make marks and glue items to create their desired effect. They proudly place their creations with their belongings, to take home to show their parents.

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

- Each child's key person gets to know children quickly, liaising closely with parents and other settings children attend. They track children's achievements carefully, outlining the next steps in children's development and making plans to support these. They work closely with parents on an ongoing basis to help guide and support children's learning at home. In this way, children receive a consistent approach, and their skills progress very well.
- Staff offer timely and sensitive additional support when young children are struggling to understand expectations. The children show respect for staff, listening to them, and they begin to learn about the needs of others. Older children readily share toys and play cooperatively together.
- The manager supports the staff team's close focus on children's literacy development. Staff provide a lending library for children to take books home. The manager supports older children's skills with alphabet letters and sounds. She has undertaken training and ensures they use the same approach as the neighbouring school to offer continuity for children. Staff also take the children to the school library, as well as to other school events, which helps to build children's confidence in the school environment.
- Children's communication skills progress well, including children who speak English as an additional language. Staff are useful models for children, speaking

clearly and repeating phrases as children practise their growing language.

- Staff thoughtfully set up the environment to motivate children to explore and develop their skills. The manager leads their self-evaluation. They adapt areas, activities, and routines beneficially to ensure they provide an inclusive pre-school that can meet the changing needs of the children who attend. However, some staff do not always plan their focused group times as effectively as possible or support children's continued engagement and learning.
- Staff take time to involve children in daily tasks. Children confidently and independently place their coats and bags in their designated areas on arrival. They get changed into their outdoor clothing. Staff offer lots of encouragement and praise to the younger children to help them persevere with tasks, such as to peel their oranges at snack time. Children tidy away their things after meals, knowledgeably putting their items in the bin. They develop their independence and sense of responsibility very well.
- The manager works closely with staff and parents to outline and implement targeted programmes of support for children. They ensure that all children can reach their potential, including those with special educational needs and/or disabilities and those in receipt of additional funding.
- The manager shows dedication to the pre-school. She continues to bring in new ideas and approaches into their provision. She regularly observes staff practice, leads supervision meetings, and supports staff to undertake training. She leads the team well, and staff enjoy working at the pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, committee members and staff understand their responsibilities to keep children at the pre-school safe. The manager ensures that the robust security procedures are followed. Staff know what to do if they are worried about a child in their care or the conduct of other staff. They renew their knowledge through a range of appropriate child protection training. The manager and committee chairperson ensure that committee members and staff are suitable for their roles. They follow safe recruitment and careful induction processes. The manager checks and supports staff's safeguarding knowledge during regular meetings.

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

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

- help staff to plan focused group times as effectively as possible and to support children's engagement and learning consistently.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 145817  |
| <b>Local authority</b>                             | Wiltshire   |
| <b>Inspection number</b>                           | 10311974  |
| <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>                      | 24  |
| <b>Number of children on roll</b>                  | 25  |
| <b>Name of registered person</b>                   | Nestlings Pre-School Committee  |
| <b>Registered person unique reference number</b>   | RP523680  |
| <b>Telephone number</b>                            | 01225 783383  |
| <b>Date of previous inspection</b>                 | 17 April 2018   |

## Information about this early years setting

Nestlings Pre School registered in 1998 and is located in the village of Staverton, near Trowbridge, Wiltshire. It operates from 9am to 3pm, Monday to Friday. There are eight members of staff. The manager holds an appropriate qualification at level 5. Four other staff have qualifications at level 3 and one at level 2. The nursery provides funded places for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Howell

## Inspection activities

- This was the first routine inspection the setting received 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 pre-school with the manager and chairperson of the committee.
- 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