

Inspection of Shaw and Whitley Pre School

The Beeches, Shaw, MELKSHAM, Wiltshire SN12 8EP

Inspection date: 5 February 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children show deep focus and engagement when exploring the wonderful learning opportunities on offer at this pre-school. All children, including those with special educational needs and/or disabilities (SEND), access a meticulously planned and focused curriculum and, as a result, they excel in their development. Older children recall learning experiences and practise their fine motor skills when they carefully dig for 'fossils' in the sand. Staff skilfully extend learning by asking, 'What animal is the fossil?' Staff allow time for children to process their thinking, and children confidently reply, 'dinosaur'.

Staff have high expectations for children's behaviour and are excellent role models. Children are kind, caring and respectful. For example, older children help the younger ones to find their coats. Children have formed positive relationships with staff, who provide consistent routine and boundaries. This ensures that children are aware of what is happening next, resulting in seamless transitions. Children feel valued, safe and secure.

Parent partnerships are strong. Managers ensure that parents have many opportunities to be part of their child's learning. Parents positively comment on the long service of staff. They express how this gives them reassurance about the consistency of care and learning their children receive. Parents discuss how managers and staff go above and beyond to offer emotional support to the whole family.

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

- Dedicated and focused managers ensure that children make excellent progress from their starting points. They have worked hard to implement and embed a well-sequenced and ambitious curriculum to suit and challenge children's individual needs. For example, children begin to show an interest in forming letters, and staff encourage this by providing writing books for children to practise and celebrate these skills. Consequently, children can achieve their full potential.
- Staff use observation and assessment of the children superbly to identify any gaps in their learning. Managers closely track this and swiftly access early support. Staff and outside professionals work collaboratively to share their expertise in the health and development of young children, supporting children with SEND or those on the pathway to diagnosis extremely well. They provide targeted support to help children become successful learners.
- The strong focus on children's communication and language enables children to become confident communicators. Children thrive in an environment of stories, songs and rhymes. They listen intently to stories read by enthusiastic and

passionate staff. Staff use expression, gesture and voice tones well to capture children's attention. Staff revisit the story and ask children questions such as 'What do chickens do?' Younger children excitedly shout out, 'lay eggs'. This supports children to secure and sequence their learning.

- Staff place great emphasis on supporting children's emotional well-being. Recent training has supported staff to enhance and target this area of learning. Older children enjoy making various facial expressions and discuss how they feel by using words such as grumpy or excited. This has a valuable impact on their self-regulation. Children receive certificates, and staff praise them for their achievements, promoting high self-esteem and a secure sense of belonging in children.
- Staff consistently support children to develop healthy practices. Children independently wash their hands before eating, and older children wipe their noses freely. Staff teach children about oral hygiene, and children previously enjoyed a visit from a dentist, providing variety in their learning experiences.
- Children have plenty of opportunity for fresh air and physical exercise, both inside and outside. Younger children display self-confidence when riding tricycles around the garden independently, supporting their balance and coordination. Children challenge themselves when they manoeuvre their bodies carefully and safely over the climbing wall, helping to increase their self-confidence to manage risks.
- Managers are extremely passionate and value their staff tremendously. They use regular staff supervisions to prioritise staff's ongoing training, enhancing the quality of education children receive. Staff feel exceptionally well supported and are proud to be a part of this pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	145836
Local authority	Wiltshire
Inspection number	10311975
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	2 to 4
Total number of places	28
Number of children on roll	35
Name of registered person	Shaw & Whitley Preschool Committee
Registered person unique reference number	RP909067
Telephone number	01225 702945
Date of previous inspection	17 April 2018

Information about this early years setting

Shaw and Whitley Pre School operates from the village hall in Shaw, Melksham. The pre-school is open term time only, on Monday, Tuesday, Thursday and Friday, from 8.30am until 4pm. The pre-school employs eight members of staff. Of these, the manager holds a childcare qualification at level 4, four staff members hold appropriate early years qualifications at level 3 and three staff hold relevant level 2 qualifications. The pre-school receives funding to provide early education for children aged two, three and four years.

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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