

Inspection of Pawlett Pre-School

The Methodist Chapel, Chapel Road, Pawlett, BRIDGWATER, Somerset TA6 4SH

Inspection date: 26 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager has implemented an ambitious curriculum, focusing on children's well-being, to underpin all their learning. Children soon settle and become independent, happy learners. They develop step by step until they become secure in their new skills and knowledge because staff plan effectively for their individual stages of development. For example, children persevere with practising their scissor skills. They then use them confidently when doing art and craft activities. Children are heard to exclaim, 'Look what I did', proud of their achievements.

Following their last inspection, staff now plan more effectively to enable those who prefer outdoor learning to have experiences in all areas of development. For example, they help children to understand cause and effect, such as the wind making their hair blow around. Children see what happens as they mix colours and learn which items float or sink in water. Staff successfully help children to remember their learning and make links. For example, while counting pea pods, they discuss having peas at snack and ways of getting them out of the pod. Outside, staff help them to remember a previous activity indoors, where they made 'silly soup' with items beginning with the same sounds. Children use this idea to make their pretend stew and create their own potions, extending their ideas further.

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

- The manager leads a happy team, who work together successfully to provide good-quality teaching and nurturing care. Staff have good opportunities to attend training and develop their practice to benefit the children. For example, through extending their knowledge of enabling environments, they have provided children with quiet spaces and installed equipment to lower noise levels, helping children to be much calmer.
- Staff focus well on successfully supporting children's language and communication skills. They engage children in good discussions, extending vocabulary and role modelling words, such as grating, popping and peeling, ensuring that children hear correct pronunciations. Children enjoy stories and are beginning to ask and answer questions. Staff listen and respond well to children, giving them time to think and speak.
- Staff promote children's health and safety effectively. They engage children in good discussions about healthy eating and encourage them to try new foods. Staff carry out important risk assessments and take appropriate action to minimise risks. For example, they sweep up spilt dried peas to prevent children slipping. However, they do not use all occasions to help children develop their awareness of managing risks for themselves.
- Children behave well. Staff sensitively help them to understand their emotions

and have successful strategies to help them to share, such as using an egg timer. Children have strong attachments to staff and develop good relationships with each other. Through gentle encouragement, staff engage children well in group activities, so children eventually learn to listen and concentrate and are eager to take part.

- Staff work successfully with parents to ensure that children with special education needs and/or disabilities receive good support. The special educational needs coordinator ensures that they quickly seek any additional support and/or funding to help narrow any gaps in children's development. Staff provide a fully inclusive provision, where all children make good progress.
- The manager works directly with the children and the staff, providing good support, as well as an effective role model. She oversees the planning and implementation, monitoring the effectiveness of teaching. Staff support children well in mathematical activities, helping them to count and recognise simple numbers. However, they are not always as successful in supporting maths during children's free play to help them make even greater progress.
- The manager carries out full evaluations of their provision, seeking parents', staff's and children's views. This focuses their development plan for continuous improvements, such as staff and child well-being policies, welcome packs for parents and 'All About Me' picture books to use as a discussion aid with children. The committee provide good support, such as fundraising for training and equipment.
- Parents are very positive about the setting. They confirm the information they receive is comprehensive and enables them to consistently support their children's development at home. Staff have strong links with the local school, where most children eventually go. Parents confirm how ready and confident their children are to start school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- help children to gain a greater understanding of identifying and managing risks for themselves
- focus staff development on using children's free play to support their mathematical development further.

Setting details

Unique reference number	142933
Local authority	Somerset
Inspection number	10311775
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	Pawlett Pre-School Committee
Registered person unique reference number	RP908455
Telephone number	07561 257780
Date of previous inspection	10 April 2018

Information about this early years setting

Pawlett Pre-School registered in 1992 and is committee run. It operates in the village of Pawlett, near Bridgwater, Somerset. The pre-school employs six members of childcare staff. The manager holds qualified teacher status. There are two members of staff who hold an appropriate early years qualification at level 4 and one member of staff who holds level 3. The pre-school opens on Monday, Tuesday, Wednesday and Friday, term-time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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 inspector spoke to staff at convenient times during the inspection and observed the quality of education being provided indoors and outdoors.
- The manager and the inspector carried out a joint observation during a group activity and discussed the quality of teaching and the impact this was having on children's development.
- The inspector spoke with parents and children and took account of their views.
- The manager and the inspector discussed the leadership of the setting and the inspector sampled documentation.

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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