

Inspection of Pillarwood Farm Pre-School

Pillarwood Farm Pre-School, 4 Main Street, Edenham, Lincolnshire PE10 0LL

Inspection date: 13 January 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff provide excellent care and support for each child who attends this nurturing setting. The positive relationships between staff and children are evident. Children thrive, show that they are content and demonstrate a strong sense of belonging. The dedicated and knowledgeable staff provide children with valuable support when they play alongside them. Consequently, children show a high level of focus in their pursuits and remain engaged for sustained periods. Staff know the children well. They thoughtfully plan a diverse range of activities, predominantly outdoors, that extend children's experiences and promote their awareness of nature.

The outdoor environment is a source of joy for the children. Staff skilfully engage children during play as they talk to them and demonstrate how to construct tepees and willow enclosures. Children are excited to use the hides they have made with assistance from staff to look for different birds and mark them on a list. Children confidently name the birds they see, such as blackbird, sparrow and robin. Staff's high-quality interactions with children contribute to children being motivated and eager to take part and helps them develop confidence to explore and try new things. Staff encourage children to share their ideas, which sparks lively discussions. Staff listen to children and fully support them to try their ideas out. For example, when a group of children explore play dough, they decide together to move this to the mud kitchen area to 'bake' what they have made. The sensitive and supportive approach from staff cultivates children's awareness of respect and valuing everyone's contributions.

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

- Staff place a high priority on promoting children's developing communication and language skills. They carefully select books and songs that enrich children's vocabulary and develop their confidence to speak. The setting is alive with staff and children talking together and singing songs and rhymes throughout the day. Children respond positively to the staff during activities. When staff help children make bird feeders, they use descriptive words and introduce new concepts. For example, children comment that the lard is sticky, and staff discuss with them that it needs to be like that so the nuts and seeds stay attached when they hang the feeder in the tree.
- Leaders and staff provide exceptional support for children with special educational needs and/or disabilities. Accurate assessments promptly identify potential developmental delays. Leaders actively seek expert advice and guidance, collaborating closely with parents and other professionals to develop tailored support plans that address children's individual learning needs. Timely referrals ensure that children receive necessary support, and leaders proactively

secure additional funding to purchase carefully selected resources that enrich and enhance learning experiences for these children. As a result, children make exceptional progress from their starting points.

- Leaders and staff work consistently well together. They know how to engage the children and demonstrate skilled teaching and interactions. The learning environment is carefully organised and arranged to meet each child's needs. For example, staff recognise when the outside temperature drops and when children begin to get cold. They quickly react by moving the children inside the yurt to take part in a large group activity. Staff work hard to ensure all children can positively contribute to group activities further developing their sense of belonging.
- Leaders and staff prioritise strong partnerships with parents. They foster open communication with families, ensuring that they are well-informed about their child's development and learning experiences. Staff provide resources and ideas to extend learning into the home environment. For example, parents take books home that their children enjoy in the setting to read with them. The highly effective partnership working contributes to children receiving a consistent approach to their care and learning.
- Children clearly demonstrate their understanding of the expectations for behaviour around the firepit. Staff talk to children about the firepit safety instructions that help keep them safe. Children know they must stay on the log until it is their turn to collect their snack and to walk carefully around the edge of the firepit area. Staff are positive role models and follow the same expectations as they all sit together. Children are fascinated by the fire and listen intently to the leader as they talk about how the snacks are cooking and which direction the smoke is blowing. Children sit with their friends and are captivated by the whole experience.
- Leaders are passionate about providing the best possible care and education for children. The staff share the same values and commitment to excellence and receive support to continue to develop their knowledge and teaching practice. Leaders maintain high expectations and rigorously monitor the provision to ensure that all staff are fully aware of and adhere to established policies and procedures. Leaders actively seek and value the input of staff, children and parents when evaluating the quality of the service. They attentively listen to their feedback and adapt the provision accordingly, setting clear targets for the entire team to work towards.

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	2723462
Local authority	Lincolnshire
Inspection number	10350052
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	16
Number of children on roll	24
Name of registered person	Hawes, David
Registered person unique reference number	2723463
Telephone number	01778591399
Date of previous inspection	Not applicable

Information about this early years setting

Pillarwood Farm Pre-School registered in 2023 and is located in Edenham, near Bourne in Lincolnshire. The pre-school employs seven members of childcare staff. Of these, three hold relevant level 3 qualifications and three hold level 6 qualifications. The pre-school opens from Monday to Thursday, during school term-time only. Sessions are from 8.30am until 3.30pm. The pre-school offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Addison

Inspection activities

- The manager shared a range of documentation, such as evidence of paediatric first-aid qualifications.
- The inspector and the manager completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- A joint observation with the manager was carried out during a creative activity.
- The inspector held discussions with the staff and the manager throughout the visit.
- The inspector spoke with parents and read several testimonies about their own experience of the setting.
- The inspector spoke to children to find out about their time at the setting.

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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