

Inspection of Beckington Pre-School

Beckington Memorial Hall, Bath Road, Beckington, Somerset BA11 6SH

Inspection date: 16 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Managers and staff provide a well-balanced curriculum and children progress well in their learning and development. Children show curiosity and excitement when experimenting with sand and water. They solve problems when they realise the water 'disappears and sinks into the sand' and say, 'We have to pour faster.' Staff support children's language skills using new words such as 'gloopy'. Children excitedly watch in anticipation when using spoons to mix the sand and water together, saying, 'Yes, it is gloopy.' Staff encourage children's ideas and allow them time to think as they use their imaginations well to create animal masks. Children proudly say, 'My elephant needs tusks.' Staff support children's confidence and use words of encouragement such as, 'You can do it,' as children persevere to screw small lids on to the paints. Children independently access what they need. For example, they skilfully use the sellotape dispenser and scissors confidently when cutting and sticking their masks. Children develop good fine motor skills.

Staff have high expectations for children's behaviour. They are excellent role models and have caring relationships with children. Children feel safe and secure. They develop an awareness of teamwork when helping each other carry toys when tidying. Staff promote 'golden rules' closely that are linked to local school expectations, such as using 'walking feet', helping to prepare children for school.

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

- The newly appointed manager has recently reviewed and implemented a curriculum that meets children's needs, providing a variety of learning experiences. However, although staff identify children's next steps in learning, they do not always consider these when interacting with children during activities. Children's learning is not consistently supported as well as it could be during their independent play.
- The manager has recently implemented more robust systems to collate information on children's starting points. This provides staff with a more detailed view of children's development to inform children's next steps in learning. The manager closely monitors children's progression and ensures that support is put in place to close any gaps in learning. For example, children gain confidence and build on their speech sounds during one-to-one time with staff, developing their understanding of initial sounds in words.
- Children develop a love of literacy and excitedly shout, 'I found it,' referring to their favourite book. Staff use various tones and expression when reading, engaging children, who listen intently, well. Staff help children to remember and recall the story. They use good questioning skills, such as saying, 'What happens next?' Children say, 'The giraffe dances.' Children develop a good awareness of how others feel when staff ask how a character in the book may be feeling.

Children look at the picture and say 'scared' or 'sad'.

- Staff encourage children to adopt healthy practices. Children attend to their own toileting needs and staff remind them to wash their hands. Staff value children's opinions when they choose their own snack menu and use this opportunity to discuss healthy choices. Although children have access to outside daily, at present they have limited space to develop their gross motor skills to be more physically active.
- The manager is very proactive and uses self-reflection well to identify weaker areas of practice to drive improvements. For example, she has created better links with local schools to understand their expectations, to enhance children's transitions into school. Staff report high levels of well-being and feel valued. The manager provides staff with the opportunity to upskill their own development, enabling them to feel empowered in their roles.
- The manager is keen to ensure that all children, including those with special educational needs and/or disabilities (SEND), make the best possible progress. She has recently completed SEND training and has introduced more targeted support for children, particularly focusing on their speech and language development. Children receive the support they need in a timely manner.
- Parents value the 'nurturing and caring' staff. They comment on the excellent support children have received during the relocation of the pre-school. Children have settled well. Parents report how children have progressed well in their development, particularly with toilet training. They relay how information-sharing regarding daily activities is consistent. However, not all parents are aware of their children's next steps to further support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding 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:

- share next steps with parents to further support children's learning at home
- ensure that staff consistently support children's next steps in learning as they engage in independent play choices
- provide more opportunities for children to develop control and coordination of their bodies through active and physical play.

Setting details

Unique reference number	2778147
Local authority	Somerset
Inspection number	10327189
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	18
Number of children on roll	17
Name of registered person	Beckington Pre School Committee
Registered person unique reference number	RP523056
Telephone number	07920137800
Date of previous inspection	Not applicable

Information about this early years setting

Beckington Pre-School registered in 2024 and is located in Beckington, Somerset. It operates term time only from 8.45am to 3pm Monday to Friday. There are four members of staff. Of these, one holds an early years qualification at level 4, one at level 3 and one at level 2. There is one unqualified member of staff. The nursery provides funded places 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 carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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