

# Inspection of Churchinford Pre-School

Churchinford, TAUNTON, Somerset TA3 7RG

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Inspection date: 2 February 2023

**Overall effectiveness** **Good**

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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 thrive in this small pre-school with dedicated and caring staff who meet their needs well. The manager and her team are passionate about providing a safe and stimulating environment for children to support their learning across all areas of the curriculum. They intend that every child, including children with special educational needs and/or disabilities, has the best possible start in life. Children make good progress from their starting points and are very well prepared for school and later learning.

Children learn to take turns and share with one another. Older children are extremely nurturing towards the youngest children. Staff are very good role models. They give children reassurance and comfort when they need it, and they are clear and consistent in their expectations. Children are very well behaved and show a strong sense of belonging in the setting. They happily set out mats for one another at snack time, hand round fruit and sing together to celebrate a birthday.

Children are fully immersed in the local community. They visit the care home to sing with the residents, purchase ingredients in the local shop, play ball games on the sports field and learn about how to stay safe in the village. They have frequent visitors from local members of the community, for example the reverend, the community police officer, local farmers and a beekeeper. Parents value the important role the pre-school plays in the village. They are confident that their children are happy and well cared for.

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

- High-quality teaching supports children to continually build and develop their knowledge and understanding. Children learn new vocabulary and use words to describe the texture of vegetables. For instance, they say that an aubergine is 'squishy' and explain that it means soft. They predict what colour they think it will be inside. They suggest what colours they need to mix to make orange, purple and green.
- Children are developing a very good understanding of mathematics and numbers. Staff discuss the different sizes of the bears when reading the story of Goldilocks. Children use their fingers to show different quantities when making up number stories, and they suggest what number comes next. Teaching is skilful in this area and staff know how to make mathematics enjoyable and engaging for children.
- Staff plan interesting and engaging activities based on what they want children to learn next. Children are highly motivated to join in. However, at times, staff do not always focus on the next steps for the youngest children. This results in these children not taking part in the activities as much as the older children.

- Children are taught to lead healthy lifestyles. They can suggest what food is good for them and which are treats. They get regular physical exercise and fresh air as they play outside and run the 'mini mile'.
- Children listen intently to stories, and staff ask questions to help them to notice similarities and differences. For example, when reading 'Handa's Surprise' children talk about it being set in a hot country. They then look at the world map to identify where Kenya is and find out it is in Africa. This helps children to understand the wider world.
- Older children demonstrate high levels of self-care. For instance, they use the toilet and wash their hands independently and without prompts. They willingly engage in tidying up. However, the youngest children are not encouraged to join in at tidy-up time, and staff often do tasks for them that they could be supported to do for themselves.
- The experienced manager and her deputy support the small staff team very well. They all attend training and they regularly meet together to reflect on their practice. This helps to ensure the setting is continually improving.
- Partnerships with the local school and other providers are good. Important information is shared with them and parents to ensure a consistent approach to children's learning. Parents are extremely happy with the progress their children make and describe the staff as 'caring' and 'considerate'. They are grateful for the expert support the staff provide them with matters such as healthy eating, toilet training and behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and her staff have a secure knowledge of child protection issues and attend training to keep up to date. They understand what signs and symptoms may indicate a child is at risk from harm and how to report any concerns they may have. There are robust procedures in place to ensure the ongoing suitability of staff. Children are taught how to keep safe. For example, they regularly practise fire evacuations so they would know what to do in the event of a fire.

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

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

- support staff to focus more sharply on the learning opportunities for the youngest children
- encourage the youngest children to take part in tasks that they can manage to do for themselves.

## Setting details

<b>Unique reference number</b>	EY254465
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10263638
<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>	1 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Churchinford Pre-School Committee
<b>Registered person unique reference number</b>	RP903122
<b>Telephone number</b>	01823 601309
<b>Date of previous inspection</b>	8 May 2017

## Information about this early years setting

Churchinford Pre-School registered in 2003. It is situated in the village of Churchinford, near Taunton, Somerset. The setting is open from 8.30am to 3.30pm, Monday to Thursday, during term time only. The setting receives free early education funding for two-, three- and four-year-old children. There are five members of staff working with the children, all of whom have early years qualifications. The manager and one other staff member have an appropriate level 3 qualification, and two staff have a level 2 qualification. The deputy manager has qualified teacher status.

## Information about this inspection

### Inspector

Den Russell

## 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 her evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the setting and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and staff throughout the inspection.
- The inspector spoke with and read statements from parents to gather their views.

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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