

Inspection of Avon Small Saints Pre School

Netheravon C Of E Primary School, High Street, Netheravon, Salisbury SP4 9PJ

Inspection date: 23 June 2025

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

Leaders have devised a varied curriculum, helping children to gain the skills they need to become confident problem solvers and critical thinkers. Outside, older children develop their upper body strength, as they swing on the tree branches. They safely climb trees, learning to manage their own age-appropriate risks. This helps children to become confident in their own abilities. Younger children enjoy pressing and poking sequins into their dough pancakes. This supports children's hand and finger strength, in preparation for early writing. Children are confident communicators and engage in back-and-forth conversations with staff. Younger children enjoy exploring the water and staff introduce new concepts, such as floating and sinking. Children begin to think about how they are going to roll a log onto its side, to see the bugs underneath. Staff prompt children to use their thinking and problem-solving skills by asking questions, such as 'How are we going to move it?' Staff provide time for children to respond and they work together collaboratively to push and roll it over. Children are motivated and curious learners.

Leaders and staff set consistent routines and boundaries for children, helping them to learn what is expected of them. Children behave well and begin to demonstrate empathy towards their peers. For example, older children share their cuddly toys with others when they are unsettled. Children begin to learn how to self-regulate with support from staff, children take themselves to a quiet space and use breathing techniques to calm down. Children form strong relationships with staff, helping them to feel safe and secure.

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

- Children make good progress in their learning. Staff set up exciting activities that capture children's interests and incorporate the seven areas of learning. For example, children have fun as they use magnifying glasses to hunt for bugs and mark them off when they have found them. However, at times, staff do not notice when younger children become disengaged from activities. Consequently, this limits their ability to focus and engage with intended learning outcomes.
- Staff closely monitor children's learning through regular observations and termly reviews. They gather detailed information from parents and other settings children attend, to form robust starting points for children. Staff identify next steps to help children progress, in particular for those who may have some gaps in their development. Staff promptly implement effective strategies and children receive the support they need swiftly. However, the curriculum and next steps are not always refined enough to support the most-able children to stretch and challenge them even further with their learning and development.
- Staff expose children to mathematical language from a young age. They incorporate numbers and mathematical concepts into play. For instance, staff

point out numbers on fish, as younger children push them around in the water. Older children begin their own game of 'What's the time Mr Wolf', counting their footsteps. Children discuss the shapes of their dough, 'I have made a heart.' Children develop good mathematical skills.

- Children's health and well-being are prioritised. They have free-flow access to the garden, this means they get fresh air daily and move freely. New leaders have recently introduced updated menus and children are provided with healthy meals and snacks, encouraging a nutritious and balanced diet. For example, children independently help themselves to granola, yogurt and apple for snack. Children learn to develop healthy lifestyles.
- Leaders have formed links with the community and provide children with a range of experiences, helping to expand their knowledge of the world. Children enjoy visits from 'zoo lab', support the community larder, take part in fundraising events and visit the local library. Staff and children have recently celebrated the 'Month of the Military Child' and Chinese New Year, supporting children's understanding of diversity and culture.
- Leaders work collaboratively with outside professionals and strive to provide high-quality care. Staff receive regular supervisions and can access a wide range of training opportunities. For example, staff have recently completed training on how to support children's emotional development. This ensures consistency in practice and continuous improvement. Staff feel valued and report high levels of morale.
- Partnerships with parents are good. Staff provide parents with support books, including help with toilet training. The use of the lending library encourages parents to support children's literacy development at home, promoting a love of reading and continuity in children's learning. Staff welcome parents to attend stay-and-play sessions and have regular parent consultations, to share information regarding their children's learning and next steps.

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:

- plan more effective ways to engage younger children in their learning, helping to build on their focus and engagement skills
- ensure activities provide challenge for the older and most-able children, helping to maximise their learning.

Setting details

Unique reference number	EY546741
Local authority	Wiltshire
Inspection number	10399110
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 5
Total number of places	30
Number of children on roll	30
Name of registered person	Avon Small Saints Preschool CIO
Registered person unique reference number	RP546740
Telephone number	01980 671681
Date of previous inspection	20 November 2019

Information about this early years setting

Avon Small Saints Pre School originally registered in 2006 and re-registered in 2017 as a charitable incorporated organisation. It is located on the site of Netheravon C of E Primary School in Netheravon, Wiltshire. The pre-school operates term time only from 8.50am to 3.20pm, Monday to Friday. Six members of staff work directly with the children. Of these, one holds qualified teacher status, three hold qualifications at level 3 and there are two unqualified members of staff. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- 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 observed the quality of teaching and carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- Children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector and the manager to discuss leadership.
- 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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