

Inspection of Bowerhill Pre-School

Halifax Road, Bowerhill, Melksham, Wiltshire SN12 6YH

Inspection date: 28 April 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

Children are welcomed by friendly staff as they arrive to start their day. They settle quickly and are happy to join in with routines. The key-person system is effective, allowing staff to build strong relationships with the children. Staff observe children closely, gaining a deep understanding of their individual needs and interests. Children clearly enjoy coming to the pre-school and look to staff for reassurance as needed.

The provider has designed an ambitious curriculum that promotes children's well-being and prepares them for starting school. Routines are well established and support children to develop their independence. Children are encouraged to take responsibility for tasks, such as washing their own hands and pouring their own drinks. Staff teach children about the importance of sun safety and remind them to wear sun hats during outdoor play. In addition, healthy eating is promoted, and staff share information with parents to support their understanding and involvement in their child's well-being. Staff work in partnership with the local school to prepare children for their transition to school. All children make good progress from their starting points.

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

- Staff know children well and plan activities that reflect children's interests. However, not all children receive the support they need to build on what they already know. Although the provider has an ambitious curriculum in place, it does not provide staff with the information they need to focus more sharply on what children need to know next.
- The pre-school is highly inclusive. The provider actively monitors children's progress to identify any gaps in learning and delivers targeted support where needed. They work effectively with a range of other settings and professionals to meet children's individual needs. Timely and appropriate referrals are made to ensure that children receive the support they need without delay.
- Staff support children's communication and language development well. Children have opportunities to look at books independently, as well as coming together for daily stories with staff. Staff encourage children to choose their favourite song or rhyme by selecting a 'song spoon', which they then all enjoy singing together. The pre-school has been recognised by the local community for helping children's literacy skills and supporting them to develop a love of books.
- Staff have good relationships with children. However, they do not provide some older children with the encouragement they need to develop their social skills. This means that, at times, it impacts their self-confidence to form positive relationships with their peers.
- Children behave well and demonstrate an understanding of appropriate

behaviour for their age. They are kind towards staff and their peers. Staff consistently model and encourage good manners, which help create a calm and respectful atmosphere. Children take turns and share resources independently, showing a growing awareness of the needs of others.

- Partnerships with parents are strong. Parents speak positively about the support and care provided by staff. The pre-school shares helpful information to promote children's development and safety, including guidance on online safety and screen time. Staff work closely with parents on key areas, such as potty training and managing children's behaviour, fostering a consistent and collaborative approach.
- The provider places a strong emphasis on staff's well-being. Staff feel well supported and benefit from a thorough induction process and regular supervision. The provider identifies training needs and encourages ongoing professional development to continually enhance the quality of teaching. For example, staff have attended maths training that they have then put into practice by using a range of mathematical language in children's play to support children's mathematical development.
- The provider promotes a continuous cycle of reflective practice. They have a clear understanding of their strengths and have identified areas for further development. For example, they are enhancing the outdoor forest area to offer a wider range of experiences to further develop children's knowledge and understanding about the natural world.

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:

- refine the curriculum to provide older children with the support and learning they need to build more effectively on what they already know and can do and need to learn next
- provide older children with greater challenge to build their confidence and strengthen peer relationships.

Setting details

Unique reference number	EY416627
Local authority	Wiltshire
Inspection number	10380280
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	20
Number of children on roll	36
Name of registered person	Bowerhill Pre-School Group Committee
Registered person unique reference number	RP523598
Telephone number	07960 821530
Date of previous inspection	4 June 2019

Information about this early years setting

Bowerhill Pre-School registered in 2010. It operates within the grounds of Bowerhill Primary School in Melksham, Wiltshire. The pre-school is open Monday to Friday, during school term times, from 8am to 3pm. It employs six members of childcare staff. Of whom, all hold appropriate early years qualifications at level 3. The pre-school offers government funded places.

Information about this inspection

Inspector

Amy Fedrick

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, the deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an adult-led group activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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