

Inspection of Forget Me Not Pre-School

Linden Road, Yeovil BA20 2BH

Inspection date:

5 December 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

Caring staff welcome children and their families to this friendly setting. Children separate happily from their parents and quickly begin to play and interact with staff and their friends. Staff build strong relationships with children. This supports children's emotional well-being and helps them feel safe and secure. Children and staff enthusiastically start their day by singing a 'good morning' song together and saying 'hello' to each other. Children receive good support from staff to settle and be ready to learn. They independently choose the carefully selected resources and activities that staff have prepared. Staff help younger children to explore which cars roll fastest down a ramp and help older children skilfully draw pictures explaining the marks they have made and naming the colours they are using.

The leadership team and staff have a good understanding of how children learn, and the skills and knowledge children need to become confident, happy and independent learners. There is a clear focus on supporting children's communication and language, their personal, social and emotional growth and their physical development. Children beam as staff consistently praise their attempts and achievements. They listen well and show respect towards staff and each other. They learn to say 'please' and 'thank you' when staff give them their snacks, and they say, 'My turn, you have a go next', as they share the ride-on toys outside. This helps children form positive attitudes towards their learning.

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

- The leadership team is passionate about providing high-quality care and education for the children it supports. There is a shared ethos around taking children on a learning journey and providing them with the knowledge, skills and confidence they need ready for school.
- Staff have embedded a curriculum and created an environment that supports all children to develop a strong sense of self and to value and celebrate what makes everyone unique. For instance, at group time, children confidently talk about the different things they do to celebrate Christmas. Parents also come in to talk to the children about different festivals and significant events. This helps children develop an understanding and respect for others.
- Partnerships with parents are positive and trusting. Parents appreciate the regular communication they have with staff and feel involved in their children's learning. They comment that staff provide practical ideas and support with toilet training and how to help children with their behaviour and emotions. Parents say that children quickly grow in confidence once they start at the pre-school and make good progress ready for school. Staff work hard to ensure parents of children with special educational needs and/or disabilities are included in all aspects of children's learning. For example, staff provide advice and resources

for parents to support children's next steps at home. These positive relationships support all children's continuity of learning.

- Staff use effective assessment to swiftly identify any gaps in learning. They engage with other professionals and parents to implement successfully a range of teaching strategies when children need additional support. This helps ensure all children have positive experiences and make good progress. For example, staff use pictures and sign language to help children who need additional support to communicate their needs and express their thoughts and ideas.
- Children benefit from staff's thoughtful interactions. Staff make good use of opportunities to introduce new vocabulary skilfully, use careful questioning to check children's understanding and give age-appropriate explanations when children ask questions. For instance, staff demonstrate and explain why pencils can be sharpened and pens cannot. They describe and show children what lead is, how ink runs out, and the difference between plastic and wood.
- Staff plan and deliver activities to stimulate children's curiosity. Children show enjoyment as they engage in these motivating experiences. For example, young children thoroughly enjoy making play dough. They concentrate, listen and focus for a lengthy period. They confidently use different tools to mix and pour, independently get cups of water and count cups of flour. These high levels of involvement help children to gain new knowledge and practise different skills. However, older children do not always show such high levels of concentration and engagement. Learning opportunities do not always motivate and challenge older children. As a result, children sometimes leave activities after a short time.
- The leadership team prioritises staff's professional development and well-being. Staff show enthusiasm and positivity for their role. They act as good role models for children. Leaders support staff to attend training regularly to continually improve their understanding of early education. Staff use this to enhance their practice. For instance, staff recently received training around supporting children's physical development and healthy lifestyles. They have incorporated new resources and activities to help strengthen children's larger muscle groups, teach children how to negotiate space, and to develop their balance and coordination. Staff also provide parents with information to help with dental hygiene and healthy eating.

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:

- ensure learning opportunities motivate and challenge older children to sustain their concentration and fully extend their learning.

Setting details

Unique reference number	2699680
Local authority	Somerset
Inspection number	10367644
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	28
Number of children on roll	28
Name of registered person	Forget Me Not Day Nursery Ltd
Registered person unique reference number	2623954
Telephone number	01935415350
Date of previous inspection	Not applicable

Information about this early years setting

Forget Me Not Pre-School is situated in Yeovil, Somerset. It registered in 2022 and employs 10 members of staff. Of these, two hold an early years qualification at level 5, four hold a level 3 qualification and four are unqualified. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am to 3pm. The setting offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the leadership team.
- The members of the leadership team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff talked to the inspector about how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to children.
- Parents spoke to the inspector, and the inspector took their views into account.
- The inspector and the manager carried out a joint observation of a mathematics activity.
- The inspector observed interactions between staff and the children indoors and outdoors.

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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