

Inspection of Mere Pre-School & Nursery

Mere School, Springfield Road, Mere, Warminster, Wiltshire BA12 6EW

Inspection date: 10 July 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time at this warm and welcoming pre-school. They settle well and display good levels of emotional well-being as they play harmoniously with their friends. Staff have a good understanding of the children in their care. They invest time in getting to know the children before they start attending. This helps to build trusting relationships so that children feel secure.

Leaders have developed a curriculum that fully supports children's communication and language skills. Staff teach the curriculum well. For example, they give children time to process what is being asked, which helps to support children's developing conversations. Staff carefully assess children's communication and language through regular observations. If there are any concerns, they put strategies in place to help children get the support they need.

Staff role model expected behaviour and use praise and encouragement. Staff show children respect and use good manners. Children respond swiftly to instructions and requests. They share resources with their friends and respond to gentle reminders when needed. Children are learning a range of skills to support them to move on to the next stage in their education.

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

- Leaders and staff carefully intertwine all seven areas of learning into children's daily experiences. They personalise children's learning, providing children with meaningful experiences that appropriately challenge them. Staff know what skills children have developed and what they want to teach them next. They plan for their individual next steps, enabling children to continually strengthen their knowledge. This supports children to be successful in their learning.
- Children behave well. Staff take time to talk to children. They help children by offering solutions and support them in managing their feelings and behaviour. Staff are prompt in addressing any behaviours that may impact on children's safety. However, at times, staff do not explain to children how they may cause danger to themselves or others. For example, some staff respond to this behaviour by commenting 'No, please do not do that', which means that children do not always receive a consistent explanation to know why certain expectations are in place.
- Staff support children to develop their mathematical skills. Older children count confidently and complete simple calculations by adding and taking away different numbers. Staff support children to learn shapes and colours as they use tools with the dough.
- Staff promote children's confidence and independence well. For example, children show good levels of independence as they use the toilet and they

independently wash their hands. Older children make good attempts to put on their own clothing and shoes. All children keenly serve themselves during snack times to develop their self-help skills.

- Staff support children's communication and language skills effectively. They encourage children to engage in back-and-forth conversations, showing genuine interest in what the children have to say. Staff introduce new words such as 'fledging' while discussing baby birds and repeat words back to children, so they hear the correct pronunciation.
- Children with special educational needs and/or disabilities (SEND), or those on the pathway to diagnosis, are supported extremely well. Staff build close and professional relationships with other agencies and parents. Children with SEND show the good progress they make from their starting points. For example, they sit with a small group of children to take part in circle-time activities. Funding is used well for all children to meet their individual needs and to close gaps in their learning.
- Partnerships with parents are good. Parents speak highly of the care and learning their children receive. Communication is good and parents are kept up to date with their children's progress. Ideas and resources are shared to help continue children's learning at home. Parents state their children have made good progress in their communication, confidence, and independence.

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:

- support staff further to help children understand behavioural expectations and the impact their behaviour has on themselves and others.

Setting details

Unique reference number	EY312232
Local authority	Wiltshire
Inspection number	10319191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	32
Name of registered person	Mere Pre-School Nursery Committee
Registered person unique reference number	RP903914
Telephone number	01747 863337
Date of previous inspection	19 October 2023

Information about this early years setting

Mere Pre-School and Nursery registered in 2005. The pre-school is open Monday to Friday from 9am to 3pm. The pre-school employs seven members of staff. Of these, three hold an appropriate early years qualification at level 3 and one at level 2. The pre-school is in receipt of funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and inspector carried out a joint observation of a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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