

Inspection of Neston Preschool Playgroup

Neston Memorial Hall, 19 Pool Green, Neston, Corsham, Wiltshire SN13 9SN

Inspection date: 14 January 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

This pre-school places children's needs first and foremost. Staff work hard to identify and support every child's unique needs. As children arrive, they are warmly welcomed by the friendly, caring staff, who understand each child's personality. Children are happy and eager to take part in activities. Children who are new to the pre-school receive lots of support and attention to help them settle at their own pace. Children build close relationships with staff. They actively seek them out to join in their games.

Staff encourage children's positive attitudes towards learning. They ensure that the learning environment is well prepared with a good range of activities that match children's interests. Children explore the environment freely and remain busy in their play. For example, they develop their physical skills as they climb the slide and expand their fine motor control by holding and manipulating play dough.

Staff understand the skills children need to support their transition to school. The curriculum has a strong emphasis on prioritising independence and social development, helping children to make friends and be confident to listen and communicate. Staff are very attentive and make careful assessments of what each individual child needs to progress. When children need additional support, staff work diligently with parents and others to ensure that children receive the help they need to continuously grow in confidence and skills. All children make progress and become engaged, curious learners. Relationships between staff and children are warm and nurturing.

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

- Partnerships with parents are good. Parents comment how happy their children are attending the setting and often enter the setting without saying goodbye in their haste to greet their friends and staff. They say staff keep them well informed about their children's day and their developmental achievements.
- Staff work very closely together as a collaborative team. They are supported through inductions, supervision sessions and staff meetings. Staff say that they feel very well supported by the manager and that their well-being is always considered. This close teamworking ensures that staff share the same vision and expectations for children.
- Staff take part in regular mandatory training, such as safeguarding and first aid. However, staff do not explore broader training opportunities to further support children's learning to enhance their professional development and raise teaching standards to an even higher level.
- The pre-school works closely with a range of other professionals to enhance outcomes for children. When children attend other settings, staff build

partnerships quickly to provide children with effective continuity of care. Pre-school staff work closely with school staff to support children's transitions as they move on to the next stage in their educational journey. They work alongside other professionals to provide tailored learning plans for children with special educational needs and/or disabilities (SEND). As a result, all children, including those with SEND, make the best possible progress.

- Staff ensure that children have lots of interesting things to talk about, helping to build on their language and communication skills. For instance, children eagerly arrange a birthday cake in the role-play area, taking care to count the candles. Staff repeat words, correct punctuation and add new vocabulary, such as 'solar panels', during play. However, occasionally, staff do not allow sufficient time when posing questions to children to allow them to answer and fully explain their own ideas and what they think.
- Children enjoy making choices about their play based on their own interests. For example, they choose what and who they play with and select their own toys. Children are offered choices throughout the day, such as milk or water at snack time, allowing them to make decisions for themselves. Children's personal hygiene is a high priority as staff teach children to wash their own hands. Staff discuss which foods are healthy and the importance of good oral health. This helps children to understand the importance of living a healthy lifestyle.
- Children have good opportunities to learn about the world around them and their local community. For example, children recall visiting the local school to watch a play, and they get excited as they remember the visit from Father Christmas and the fire engine. Children take part in cooking and growing vegetables. Staff teach the children about different cultures and countries through festivals, such as Chinese New Year. This provides children with valuable learning experiences to develop their understanding of the 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:

- strengthen training to provide all staff with tailored support that meets their individual needs to build on their skills and further enhance how they teach the curriculum
- allow sufficient time when posing questions to children to allow them to answer, and fully explain their own ideas and what they think.

Setting details

Unique reference number	199401
Local authority	Wiltshire
Inspection number	10368383
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	18
Name of registered person	Neston Pre-School Playgroup Committee
Registered person unique reference number	RP520551
Telephone number	07815679984
Date of previous inspection	19 March 2019

Information about this early years setting

Neston Preschool Playgroup has been established since 1972 and registered with Ofsted in 1992. The playgroup is open Monday to Friday, from 9am to 3pm, term time only. There is a breakfast-club available for school-aged children on Monday to Friday from 7.30am to 8.30am, and an additional after-school club that operates daily between 3.30pm and 6pm, term time only. The playgroup receives funding for the provision of free early years education for children aged two, three and four years. A total of seven members of staff work with the children, of whom one holds qualified teacher status and two hold early years qualifications at level 3.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector and manager carried out a joint observation.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and 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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