

Inspection of St Nicholas Pre School

St. Nicholas C of E Primary School, Kilmersdon Road, RADSTOCK BA3 3QH

Inspection date: 13 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Friendly staff welcome children and parents at the door and children settle quickly. Children form good relationships with all staff. This helps children feel secure. Children show they are happy and confident as they independently choose toys to play with, talk and play with their friends, and show staff what they are doing. For example, young children enthusiastically sort plastic shapes into colours and sizes. Older children smile and laugh when staff join in with their shark chasing game outside. This enthusiasm for learning helps all children make good progress from their starting points.

The environment is carefully planned with a wide range of learning opportunities both inside and outside. For instance, older children focus for long periods of time on a number activity and demonstrate good mathematical skills. Staff skilfully support children to count and recognise numbers to help them find keys and locks that match. Younger children correctly name dinosaurs they find in the sand after looking at dinosaur books with staff. This motivating and challenging environment supports children's learning across all areas of the curriculum.

Children's behaviour is good. They listen to instructions, follow all boundaries, and show respect for staff and each other. For example, older children listen intently as staff teach them how to clean their teeth. Younger children excitedly greet their friends as they arrive and enthusiastically say good morning to each other.

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

- The management team have created a curriculum that gives children a wide range of learning opportunities across all areas of learning. There is a strong focus on working with parents from day one to understand children's starting points. Staff regularly assess children's learning and use this to swiftly identify and address any gaps in children's learning. Staff deliver motivating activities based on children's interests and what children need to know or be able to do next. This builds on children's skills and knowledge and help prepare them for future learning.
- Children with special educational needs and/or disabilities (SEND) are supported very well. Staff have high expectations of all children and are passionate about supporting all children to reach their full potential. Staff work closely with professionals to ensure they meet each child's individual needs. They skilfully use a range of effective teaching strategies, such as consistently using visual aids to help children who are not yet verbal make choices and express themselves. This helps give all children a strong foundation ready for school.
- There is a strong focus on developing children's independence. For example, younger children are encouraged to put on their own boots, hats, and puddle

suits. They are supported to pour their own milk, and beam when they manage it without help. However, staff do not always make the most of opportunities for older children to embed these skills and learn new ones. For instance, staff do not encourage children to peel their own fruit or pour their drinks at snack time. These missed opportunities mean older children's independence is not fully extended.

- Relationships with parents are extremely positive. Staff go above and beyond to help parents become involved in their children's learning. Parents are invited to regular social events to find out about what their children have been learning and how they can support this at home. These events are very well attended. Parents appreciate the regular communication they have with staff. They talk about how welcoming and approachable staff are.
- Staff think carefully about the positive learning environment they provide for children. They ensure activities are engaging, challenging and meaningful. However, at times staff sometimes interrupt younger children when they are immersed in play or learning of their own choice. For example, staff ask children to sit for the register when they are deeply engaged in looking at books that interest them. This sometimes leads to children becoming frustrated and impacts on their levels of engagement and continuous learning.
- Staff take time to get to know their key children well. They use photos of each child with their family to support children's personal social and emotional development. Children confidently talk to staff about what they do at home and freely express their thoughts and feelings. For instance, new children tell staff what fruit they like and dislike at snack time. Staff thoughtfully listen and say they will add this to the shopping list. This helps children feel valued and supports them to have a good understanding of what makes them unique.

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:

- make the most of all opportunities to embed and fully extend older children's independence skills
- support staff to recognise when children are immersed in their play and enable children to remain engaged for lengthy periods of time to fully extend their learning.

Setting details

Unique reference number	EY417834
Local authority	Bath and North East Somerset Council
Inspection number	10372131
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	18
Number of children on roll	28
Name of registered person	Gallop, Joanna
Registered person unique reference number	RP906356
Telephone number	01761 435067
Date of previous inspection	3 April 2019

Information about this early years setting

St Nicholas Pre School registered in 2010. It operates from a building attached to St Nicholas Primary School in Radstock, Bath. The pre-school is open each weekday from 8.30am until 3.30pm during term time. The pre-school employs seven members of staff, five of whom hold childcare qualifications at level 3. 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 manager.
- The manager joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- Staff talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.
- The inspector observed interactions between staff and children throughout the inspection.
- Children spoke to the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025