

# Inspection of Beckington Pre-School

Baptist Church Hall, Beckington, Frome, Somerset BA11 6TD

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Inspection date:

16 May 2023

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## Overall effectiveness

## Requires improvement

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Managers and staff think through their plans and activities, ensuring they are appropriate to the children's ages, stage of development and interests. This motivates children well. Children develop their communication effectively. Staff model words well for the younger children and encourage them to practise their speech in conversation. Staff extend older children's skills when playing a game of 'I spy' at group time, using initial sounds of children's names. Children are eager to offer ideas of the names that match the sound. Children particularly like story time, listening attentively as a group as well as individually when they snuggle with staff.

There have been considerable changes to managers and committee members since the last inspection, particularly within the last year. The new manager has been working to implement improvements. However, managers and committee members show a lack of knowledge of some key requirements and there are weaknesses in the leadership of the setting.

Staff greet children warmly as they enter the pre-school. Children build strong bonds with them and flourish on the attention that they receive. There is a calm atmosphere in the pre-school. Children show respect for staff. They listen as staff patiently explain about boundaries in place for their safety. Children learn to manage their emotions, channel their energy, and share toys and resources. Parents are very positive about the caring and friendly staff team.

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

- Members of the leadership and management team have failed to notify Ofsted of changes to the committee members. They have ensured that Disclosure and Barring Service checks were undertaken on these individuals. However, their failure to follow the correct procedure means that Ofsted has not been able to carry out the required checks to determine the committee members' suitability for their role. However, this does not have a significant impact on the children as these members do not have unsupervised contact with them.
- Children enjoy trying different experiences. Staff join in readily, inspiring children to have a go. Children learn to use cutlery. They draw lines and shapes with chalks on the paving in the garden. Children carefully thread hooped cereal onto dried spaghetti strands and persevere for continued periods working to achieve their goals. They gain good dexterity to help prepare them for their early writing skills.
- Staff support children's maths skills effectively. They encourage children to count the scoops of dried porridge they pour into a bowl, and inspire them to compare sizes of items they build. Staff flexibly adapt their support for the different ages of children, challenging them well. For example, they encourage older children

to estimate and work out how many more they will need as they stack cereal hoops.

- Children confidently select resources and are keen to do things for themselves. Older children use the toilet independently. Children readily help to tidy up. At times, staff skilfully build children's independence skills, but this is not consistent. For example, at snack time, children have to wait while staff give out food and pour drinks. Staff do not involve children in the process, minimising the amount of time children have to wait and developing their skills at the same time.
- Managers and staff focus closely on preparing children for their move on to school. There are useful links between the pre-school and the school in the village. Older children are supported to gain the skills they need, and staff plan additional activities linked to ideas gained from the school. Staff take the children to events at the school to build their confidence and knowledge of the different environment.
- Children make good progress. Key persons assess children's development, outline gaps in their learning and focus on the skills children need to acquire next. However, they do not have links with other settings children attend, to gain information for their future planning and help provide a consistent approach for children.
- Managers and staff have good relationships with parents. They have extended discussions with parents when children are dropped off and picked up. The pre-school holds social events and works to ensure there is a good community atmosphere. However, staff do not regularly share a clear picture of children's development needs with parents, to help support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Despite weaknesses in the leadership and management of the pre-school, managers, committee members and staff understand their responsibility to keep the pre-school safe and secure for children. Staff have good knowledge of child protection issues. They know what to do if they are worried about a child in their care or the conduct of other staff. All staff have undertaken relevant child protection training and there are a suitable number of staff who have first-aid training. Children are given prompt reminders and explanations of safe practices to help their understanding and keep them safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that all adults related to the running and management of the setting are known to Ofsted so that the necessary suitability checks can be undertaken.	07/06/2023
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**To further improve the quality of the early years provision, the provider should:**

- develop the sharing of information with parents and other settings children attend, promoting a consistent approach to the support children receive across all aspects of their lives
- make the most of opportunities to encourage children to do things for themselves and develop their independence skills and sense of responsibility to higher levels.

## Setting details

<b>Unique reference number</b>	142972
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10288981
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Beckington Pre School Committee
<b>Registered person unique reference number</b>	RP523056
<b>Telephone number</b>	01373 831492
<b>Date of previous inspection</b>	8 November 2017

## Information about this early years setting

Beckington Pre-School registered in 1992 and is located in Beckington, Somerset. It operates from 8.45am to 3pm Monday to Thursday, and from 8.45am to 1.30pm on Fridays. There are four members of staff. Of these, three hold an appropriate qualification ranging from level 2 to level 6. The nursery provides funded places for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Howell

## Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- A meeting was held with the chairman of the pre-school committee, to discuss the committee's role in the leadership of the pre-school.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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