

# Inspection of The Paddocks Nursery & Pre-School

Wiveliscombe Children's Centre, Croft Way, Wiveliscombe, Taunton, Somerset TA4 2BF

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Managers and staff have high expectations of all children, including those with special educational needs and/or disabilities. Adults provide good interaction to extend children's knowledge and skills. For example, they help children to understand what happens to chocolate in a microwave and think how to make it hard again.

Children are confident learners. They settle quickly and are eager to participate in their chosen activity. For example, older children rush to the outdoor sandpit to build a volcano. Children feel safe and secure, which underpins their learning. Babies and young children explore to find out what things do. For example, they display curiosity as they investigate magnets, watching with fascination as they stick together or push apart. Staff plan the environments well and continually review the impact this has on children's independent learning. For example, children excitedly explain that they could see bugs better using a 'magniscope' and go indoors for magnifying glasses. This enables them to discuss the differences they can see, such as counting legs and commenting on sizes.

Managers monitor the curriculum and the children's assessments well to narrow any gaps in learning. Staff seek good information on what children can do and are knowledgeable about what they need to learn next. They are implementing a new planning system. However, it is in the early stages and staff are still gaining confidence in using it.

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

- There is a strong leadership and management team, providing good support for all staff. Close links with the school enable staff to benefit from mentoring and support. For example, they have improved their group sessions for older children to develop listening skills and phonics knowledge (letters and the sounds they represent), in preparation for school.
- The manager ensures that funding is used effectively to support the children who need it most. For example, staff have had specific training and purchased resources to support children's emotional development.
- Staff provide good support for children to feel secure when starting the nursery and moving rooms. They work closely with parents to get to know children's interests and routines. Nursery staff liaise successfully with parents and the teachers, to aid children's smooth move on to school.
- Managers ensure that staff have time to manage their workload and keep children's assessments up to date. Staff have good opportunities to reflect on their practice and keep developing their skills.
- Staff provide good role models, helping children to learn how to behave well.

Babies and young children have effective relationships with their key person and demonstrate they are happy in their company. Babies explore with confidence, and older children are confident to talk to their friends about their learning.

- The effective partnerships with parents enable staff to know exactly what children can do when they first arrive. Staff work well with parents to support children's learning at home.
- Staff use books effectively to support children's learning. They read with enthusiasm, so children are eager to listen and engage. Staff check what children know, and encourage participation, understanding and an inquisitive mind.
- Managers seek the views of staff, parents and children to help them improve practice. They listen well and take effective action. For instance, parents are now more involved in their children's development.
- Managers are currently implementing a new planning system. However, staff occasionally miss opportunities to help children move their learning on. For example, they did not encourage children filling a container with sand to make predications or test their ideas and they eventually lost interest and moved away.
- Children are confident communicators. Staff encourage babies' expressions and vocalisations. They support older children effectively with rhyming and recalling previous learning, and give children enough time to think and answer questions.
- Children take part in a good range of physical activities to prepare them well for their future success in writing. However, staff sometimes miss opportunities to challenge older boys' writing skills in their play.
- Staff have made changes to the daily routines to enable children to be more independent in their personal care. Older children now serve their snack and clear away afterwards, for instance. They take care of their environment and recycle their rubbish from creative activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure staff implement their extensive safeguarding policies and procedures effectively. All staff receive training and regular support to know what to do if children are at risk of harm, including keeping them safe online. They have a good understanding of signs and symptoms and the procedures to follow to safeguard children. Staff keep children safe through good security and supervision. They manage risks well and provide a safe learning environment. Managers check the suitability of staff and carry out effective induction procedures to ensure staff have a good knowledge of their roles and responsibilities.

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

**To further improve the quality of the early years provision, the provider should:**

- embed the new planning system to increase staff confidence in using children's interests fully to challenge their learning even further
- make more use of opportunities in free play to support older boys in extending their writing skills.

## Setting details

<b>Unique reference number</b>	EY478253
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076024
<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>	Full day care
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	45
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Wiveliscombe Primary School Governing Body
<b>Registered person unique reference number</b>	RP533741
<b>Telephone number</b>	01984622155
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The Paddocks Nursery and Pre-School operates from Wiveliscombe Children's Centre. It re-registered in 2014 and is run by the governing body of Wiveliscombe Primary School. The nursery opens each weekday from 8am until 6pm, for 50 weeks a year. It receives funding to provide free early education to children aged two, three and four years. The nursery employs 20 staff. Of the 18 staff who work directly with the children, two hold early years professional status and 13 hold relevant early years qualifications at levels 2, 3, 4 and 5.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The manager completed a joint observation with the inspector.
- The views of parents were sought, and the inspector spoke with staff and children at convenient times.
- A meeting was held between the inspector, the acting nursery manager, her line manager and the nominated person.
- Documentation was sampled. The inspector checked safeguarding information, including staff suitability and qualifications.
- The inspector and the manager carried out a learning walk of the premises to find out how the curriculum and early years provision are organised.

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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