

Inspection of Lavington Pre-School

Dauntseys Aided Primary School, Sandfield, West Lavington, DEVIZES, Wiltshire
SN10 4HY

Inspection date: 22 October 2024

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

Staff provide a welcoming and nurturing learning environment in which children benefit from supportive relationships. This helps children and their parents feel settled. Staff create a curriculum that interests and motivates children to learn. The setting has ensured that learning is sequenced and helps children to build on their existing knowledge and skills. Staff introduce a broad range of experiences for children to explore. These link to children's emerging interests. Opportunities for children to be physically active are supported well throughout the curriculum. All staff know and understand the curriculum and how to adapt it for every child. For instance, where children need one-to-one support, staff provide this. Staff use these opportunities to work on priorities for children's learning and care. All children make good progress from their starting points.

Staff use 'golden rules' to underpin behaviour expectations for all children. Staff display these for all children to see, and use them as visual reminders. Staff are positive role models for children, teaching them to share and take turns. Children learn to use good manners and to listen to what is said to them. They respond swiftly to instructions and requests. As a result of clear expectations and understanding, children's behaviour is good across the setting.

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

- The curriculum for physical development is strong. Older children balance on beams and climb onto climbing frames independently. Children spend a large portion of their day outside. Staff plan the area effectively, which enriches children's learning experiences. Staff support younger children on the climbing frame, allowing them to take risks and become confident in their own abilities.
- Staff at the setting use their key-person system well. Children actively seek out their key person for support and reassurance where needed. Staff have an excellent knowledge of their key children. They understand the next steps in children's development and use interactions with them to build on their skills and knowledge.
- Children show they are kind and caring to each other. For instance, older children demonstrate and help alongside younger children as they make 'mud' pies. Children develop strong friendships and play cooperatively.
- The setting regularly assesses children's development and considers any gaps in learning. They implement plans for children who need additional support. The setting actively seeks advice from other professionals and works closely with parents to support learning and strategies at home. As a result of the strategies put in place to support learning, gaps in children's learning close promptly.
- Although teaching is effective, some staff do not recognise when children need more encouragement or support to make the most of learning opportunities,

particularly during free play. Less confident or quiet children are occasionally overlooked during these times. Consequently, these children's learning experiences are not extended as well as they could be.

- Staff support children's maths skills well. Younger children are introduced to shapes, numbers and counting through songs. Older children count with confidence and recognise a range of patterns in the environment. They also develop an understanding of measurement concepts, such as 'short' and 'long'. Consequently, children develop positive attitudes towards early mathematical concepts.
- The setting shows a high regard for staff well-being, ensuring they feel appreciated. They reflect on practice and work closely with the staff to identify areas for development. For example, they have adapted how they organise the curriculum to reduce the amount of written work for staff. Staff access training and development. This is targeted effectively to improve outcomes for children even further.
- Partnerships with parents are good. The setting knows the children and families well. Staff collaborate closely with parents to ensure a consistent approach to children's learning, both in the nursery and at home. Parents say they receive detailed feedback on their child's progress and development. This creates a trusting relationship between parents and staff.

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:

- provide further support for the quieter children to participate actively in group activities and discussions, especially during free play times.

Setting details

Unique reference number	145918
Local authority	Wiltshire
Inspection number	10369750
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	26
Number of children on roll	19
Name of registered person	Lavington Pre-School Committee
Registered person unique reference number	RP520534
Telephone number	01380 812551
Date of previous inspection	16 March 2020

Information about this early years setting

Lavington Pre-School registered in 2001. It operates from the grounds of Dauntsey Academy Primary School, in Wiltshire. The pre-school opens Monday to Friday from 8.55am to 3.10pm during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of childcare staff, all of whom hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 inspector carried out a joint observation with the manager.
- The inspector read emails from parents about their thoughts on the provision. She took their views into consideration.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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