

# Inspection of Trull Saplings Preschool

Trull Church Community Centre, Church Road, Trull, Taunton, Somerset TA3 7JZ

---

Inspection date: 24 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

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

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

### **The provision is good**

Children arrive happily and ready to learn at this welcoming and friendly pre-school. They develop strong relationships with the caring staff and show that they feel safe and secure in their care. Children are confident and have fun as they become absorbed in activities. They develop their physical skills through a range of stimulating experiences. Children participate in 'yoga' and 'mini mover' sessions where they learn to move their bodies in a variety of ways. They giggle with delight as they race across a playing field. Staff help children learn about the natural environment and living things. For instance, children collect natural objects and marvel at the antics of a squirrel on their daily 'welly walk' to the local park. When they return, children use their imaginations well as they find their collected sticks and use these to paint colourful pictures.

Due to the COVID-19 pandemic, parents do not enter the pre-school in the usual way. Staff collect children individually at the gate and ensure that any important information is still exchanged with parents. In addition, staff have focused on developing children's social interactions during play. They use a sand timer to successfully support children in learning how to share and take turns. Children demonstrate a strong sense of belonging and behave well.

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

- The competent manager is passionate about her role. She strives towards continual improvement and involves staff, parents and children in the process. The manager encourages staff to reflect on their own ways of working and quickly identifies where to improve individual practice through, for example, supervision meetings and observing the practice of other staff.
- Staff have a detailed knowledge of their key children. They analyse their observations of children to identify how they are progressing and what they need to learn next to extend their knowledge further. Staff share their observations with parents using an online learning journal. They work closely with outside professionals, where necessary, to help children catch up in their learning. Children make good progress.
- Children develop important skills in preparation for their move on to school. For instance, staff teach children to manage their feelings and express how they feel. Children are becoming increasingly independent. They find their own water bottles, put on their shoes and manage their self-care needs well.
- Staff boost children's growing self-esteem effectively. They encourage and praise children for their achievements, such as when they find their name card at the start of the day. Children play happily together and develop good friendships with their peers. They clap enthusiastically when a friend achieves a certificate for learning to ride a bicycle. Children beam with pride when they are

chosen as the 'special helper' of the day.

- Partnerships with parents are strong. Parents comment on how happy they are with their children's care and progress. They appreciate the feedback they receive when they collect their children and through detailed written reports.
- Children demonstrate that they are motivated to learn during their self-chosen activities. They engage in play with staff and their friends and thoroughly enjoy looking after soft toy animals in the role-play area. Staff sing lots of songs and rhymes and children demonstrate the actions with great enthusiasm. For example, they pretend to be rockets flying to the moon. However, staff's organisation of group time results in some children not focusing their attention and fully engaging in the learning opportunities.
- Overall, staff support children's communication and language skills well. When staff talk to children, they get down to the children's eye level, speak clearly and use the correct pronunciation. Staff use good intonation when reading stories to children, who snuggle up to staff and listen carefully. They introduce new words and encourage children to join in with familiar refrains. However, staff do not provide children who speak languages other than English at home with enough opportunities to hear these languages to support their communication skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to safeguard children and are clear about procedures for reporting a concern about a child. They keep their knowledge up to date through, for example, attending training regularly. The manager has robust recruitment procedures in place to ensure that all staff are suitable to work with children. Staff care for children in a safe and secure environment. The manager ensures that staff are deployed effectively and that staff-to-child ratios are maintained at all times. Staff complete daily risk assessments to ensure that the environment is safe for children.

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

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

- organise group times to ensure that all children focus and engage in the intended learning
- support staff to help children who speak English as an additional language to communicate and listen in both languages to further develop children's speech.

## Setting details

<b>Unique reference number</b>	EY484093
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076363
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Trull Pre-School Group Committee
<b>Registered person unique reference number</b>	RP908665
<b>Telephone number</b>	01823 334774
<b>Date of previous inspection</b>	19 July 2016

## Information about this early years setting

Trull Saplings Preschool registered in 2017. It is located in Trull, Taunton. The pre-school is open Monday to Friday from 9am to 3pm except for Wednesday where it is open from 9am until 1pm, during term time only. There are five members of staff. Of these, four hold an early years qualifications at level 3 and one holds qualified teacher status. The setting receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Petra Morgan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager and inspector conducted a learning walk together and discussed how the curriculum is planned and implemented.
- The inspector carried out a joint observation with the manager.
- Discussions were held with the staff, parents and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and reviewed documentation, including staff suitability information and training certificates.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022