

# Inspection of Shepton Mallet Community Infants' School and Nursery

Shepton Mallet Community Infants School, Waterloo Road, Shepton Mallet,  
Somerset BA4 5HE

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Inspection date: 14 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

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

### **The provision is good**

Children are very happy and settled, showing how secure they feel in the care of the warm and nurturing staff. They enjoy a wide range of activities based on a broad curriculum. These are well planned around children's learning and individual developmental needs. Children form strong emotional attachments to staff, who are attuned to their needs very well. For example, when babies wake, staff gently cuddle them and stroke their hair until they are ready to return to play.

Children behave well. From a young age, they begin to understand the need to take turns and share. Staff are skilled at supporting children to resolve minor disagreements. Children are innately curious and investigate freely. They excitedly explore a range of musical instruments, listening to the different sounds they produce. They develop a love of books and stories. They look at pictures identifying animals and remembering the noises they make.

During the pandemic, staff maintained good communication with the families that were not attending. Although parents do not currently come into the setting, staff greet each child with their parent or carer at the door and share information, which helps them to feel involved in their child's learning.

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

- Developing children's language is a strong focus for all staff. During the inspection, children thoroughly enjoy sand play. Staff support their communication and language skills effectively and encourage children's imagination well. For example, staff engage children well in conversation and introduce new words such as 'squishy' as they explore the texture of the sand.
- Children enjoy sensory experiences and have plenty of opportunities to be active and develop their physical skills. They learn how to make bubbles as they use different size brushes to wash and explore the small dinosaur figures. Staff make the most of spontaneous opportunities to introduce mathematics into children's learning. They count the cups of water as they fill the tray and introduce words such as 'big' and 'little' as they describe the dinosaurs.
- Children develop independence skills. They help to tidy up and make independent choices about their play. They move around with confidence, deciding whether to play inside or outdoors. However, sometimes staff do tasks for children rather than encouraging them to do things for themselves. For example, they wipe children's noses without encouraging them to attempt this for themselves first and hold cups of water for children to drink.
- The nursery manager, who is also the special educational needs coordinator, is committed to ensuring that children with special educational needs and/or disabilities receive the very best possible support at the earliest opportunity. She

works closely with staff and external agencies to implement accurate and effective plans. Staff have a clear understanding of the importance of good partnership working and the positive impact this has on children's progress and future learning.

- Staff recognise the importance of effective partnership working with parents. Parents are pleased with the progress their children make. They comment that their children have grown in confidence since starting at the nursery and are happy to attend. Staff ensure good communication with parents and keep them well informed about their children's learning at the nursery. However, staff do not always know as much as they could about what children are learning at home.
- Children's behaviour is good. They help to tidy away toys. They listen carefully and follow instructions well. They have a positive attitude to learning as they engage enthusiastically in everything that is on offer.
- Leaders and managers provide strong leadership for the staff team. There are effective systems in place to support staff's professional development and staff feel well supported. Staff work effectively as a team, and they provide a warm and welcoming environment for the children and their families. Leaders and managers are active and highly reflective. They learn from experience and are constantly looking at ways to develop further so they can continue to offer a high-quality provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and can recognise the signs or symptoms which may indicate a child is at risk of harm. They have a clear understanding of their role and responsibilities to keep children safe and know the correct reporting procedure to follow if they have any concerns. There are thorough recruitment and vetting procedures in place, along with effective systems to ensure the ongoing suitability of staff, so only those suitable to do so work with children. Staff follow thorough risk assessment processes to ensure the premises are safe and secure. Leaders and managers regularly review procedures to ensure children continue to be safe.

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

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

- encourage children's independence more
- enhance the exchange of information with parents to further understand children's learning at home.

## Setting details

<b>Unique reference number</b>	EY443577
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10233811
<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>	1 to 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Shepton Mallet Community Infants' School Governing Body
<b>Registered person unique reference number</b>	RP531446
<b>Telephone number</b>	01749342322
<b>Date of previous inspection</b>	15 September 2016

## Information about this early years setting

Shepton Mallet Community Infants, School Nursery registered in 2012. It operates from within the grounds of Shepton Mallet Community Infant School, close to the centre of Shepton Mallet, Somerset. The nursery is registered to care for children aged under two years and also cares for older children as part of the school registration. The nursery is in receipt of funding to provide early education. The nursery is open Monday to Friday, from 8am to 5pm, for 50 weeks of the year. There are 11 members of staff working with the children. Of these, one holds qualified teacher status, and seven hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Michelle Heimsoth

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed how the curriculum is organised.
- 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 manager joined the inspector to complete a joint observation of a group activity.
- The inspector spoke to parents and staff to get their views about the setting.
- The inspector sampled a range of documentation.
- The inspector held discussions with staff, leaders and managers at appropriate times throughout the inspection.

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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