

# Inspection of Mogghill Nursery School

St. Benedicts Catholic Primary School, Charlton Lane, Midsomer Norton, Radstock,  
Somerset BA3 4BD

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Inspection date: 7 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive at the nursery happy and confident. The key-person approach is firmly embedded to help children settle in quickly. Children are very confident to approach their familiar adults for comfort and reassurance. Children's behaviour is exemplary. They respond well to staff's high expectations and follow instructions without needing reminders. Children know how to share, wait their turn, and have the upmost respect for each other. Children are exceptionally kind to their friends. They show empathy when peers are settling or friends need help, and their manners are extremely good. For example, without prompting, children will say 'please' and 'thank you' to staff and each other.

Children enjoy fresh air and plenty of exercise. They have opportunities to run fast in open space, grow vegetables or look for wildlife. Staff encourage children to be inquisitive, resilient and confident. They happily play alongside the children, supporting their motivation and desire to learn. Staff seize any opportunity to broaden children's learning about their natural world. When it starts to rain, staff take this moment to pause play for the children to listen to the sounds it makes. They introduce new words, such as 'pitter-patter', before cheerfully singing weather songs. Staff then join the children excitedly as they look outside for 'rainbows' when the sun comes back out.

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

- The aspirational, dedicated manager has a clear vision for the nursery's continual development. She and her devoted team are fully committed to the care and education for all children. Together they continually reflect, review and plan activities around children's interests and abilities. They are very motivated and support each other to succeed in their roles. Staff state that they feel highly valued as members of the team and supported by the manager. The arrangements for staff's professional development are excellent. They have ample opportunities for accessing training to further develop their knowledge. As a result, this has a positive impact on children's learning and development.
- The inclusive nursery and staff have high expectations for all children. Children with special educational needs and/or disabilities are welcome and supported to reach their potential. The manager adapts staff ratios to ensure all children receive the support they need. Gaps in children's development are quickly identified and addressed. The special educational needs coordinator is proactive in seeking external support for children. She works closely with the families and provides useful information they can use at home. As a result, all children make good progress and receive exceptional support.
- Staff provide plenty of opportunities for children to be independent. For example, they encourage children to wash their hands, promoting good hand

hygiene. They also teach them about healthy eating choices during mealtimes.

- Overall, staff promote children's language and communication well. Staff introduce new words to widen children's vocabulary, such as 'self-raising flour'. They constantly speak to the children as they play and narrate what is going on. Staff enthusiastically read stories and join in singing familiar songs. They use visual prompts to support listening strategies and communication for non-verbal children. However, on occasion, staff do not fully enhance children's thinking and language skills. For example, they do not always give them enough time when responding to the questions they ask.
- There is a strong focus on mathematics throughout the nursery. Staff skilfully weave mathematical language into children's daily routine and play. They point out numbers, which children can recognise and relate to special events. Staff also use words such as 'taller' or 'shorter' as they measure the block towers children build. Children then independently measure other objects against their towers, such as themselves.
- Partnership with parents is strong. They are extremely complimentary of the nursery and the staff. They share that the relationships between their children and staff are exceptional. Parents feel confident that their children are safe and looked after well. They share how the nursery provides a stimulating environment, both indoors and outside. They speak highly of the support they receive when their children start at the nursery. They value the many different ways staff communicate with them, including daily feedback.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff do their utmost to safeguard children. They have a secure knowledge of signs and symptoms that may indicate a child is at risk of abuse. They are all very clear about what to do should they have concerns for the welfare of a child or the conduct of a colleague. All staff complete safeguarding training and have regular updates. Robust safer recruitment and vetting procedures are in place. The manager completes ongoing supervisions and suitability checks on all staff. The premises are safe and secure, and resources are well maintained. Children are extremely well supervised by staff in both indoor and outdoor environments.

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

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

- allow children more time to think and respond during interactions to extend their thinking and language skills.

## Setting details

<b>Unique reference number</b>	2566898
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10239246
<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>	24
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Hardwick, Kate
<b>Registered person unique reference number</b>	2566897
<b>Telephone number</b>	01761232176
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mogghill Nursery School registered in January 2020. The nursery operates from a classroom in St Benedict's Primary School, Radstock. It offers care from 8.45am to 3.15pm, Monday to Friday, term time only. The nursery is in receipt of free early years funding for children aged two, three and four years. There are 6 members of staff, all of whom are all level 3 qualified.

## Information about this inspection

### Inspector

Charlotte Adcock

## 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.
- A learning walk was carried out with the manager to understand how they deliver the curriculum.
- The inspector talked to the setting's special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations while evaluating the impact it has on children's learning.
- A joint observation was carried out with the manager.
- The inspector talked to the staff and children and took their views into account.

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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