

# Inspection of Comeytrowe Under Five Group

Comeytrowe Community Hall, Comeytrowe Centre, Pitts Close, TAUNTON,  
Somerset TA1 4TY

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Inspection date: 4 July 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 Good

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

### **The provision is good**

Children are happy and settled and have strong, nurturing relationships with their key person. Staff know children very well and plan the ambitious curriculum based on their next steps in learning alongside their specific interests. Staff identify if a child may need additional support from the outset, and they work very well with families and external agencies to ensure that the child makes good progress. Children make good progress in their learning and development.

Children demonstrate high levels of engagement and enjoyment from the wide range of activities on offer. Activities are very enticing and specifically target the development of communication and language skills. For example, some activities have books that accompany them to facilitate conversation and the promotion and enjoyment of reading. The love of reading is given high regard. All children have their own book bag and take home books from the setting to share with their families.

Staff have high expectations of children's behaviour and children are well behaved. Children are encouraged to be independent. For example, the youngest children quickly learn to take responsibility for their personal belongings and collect their lunch box and water bottle at lunchtime. Older children are prepared for starting school. For example, the setting, in partnership with a local school, has identified curriculum goals they aim for the children to achieve in readiness for starting school. Older children demonstrate a keen interest in letters and sounds and staff carefully nurture this, facilitating them in making marks in their play.

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

- The setting provides a wealth of experiences via external services and the local community. For example, the children attend forest school at the local primary school and have musical sessions weekly. They also invite visitors into the setting to support children in their understanding of people's roles. For instance, they recently had a visit from the police community support officer.
- Children have a variety of opportunities to support their physical development skills. This is facilitated by the activities and resources the children have in the setting as well as the sports coach, who delivers regular lessons. Children who need additional support in this area are provided with personalised sessions to develop their skills.
- Parents are very positive about the excellent partnerships established with them. They describe the good care and support that is afforded to the children and themselves to ensure that children make good progress. Parents describe the setting as 'nurturing', and comment that children are treated as individuals.
- Communication with parents is very good. Meetings are held soon after a child

starts at the setting, to review how well the child has settled in. Further meetings are then held every half term to review the child's progress. Parents are also regularly informed of their child's learning and development via an online platform.

- The promotion of respect for cultural diversity is supported via key texts, resources and activities. Differences and similarities between children and families are celebrated. For example, a large display features a well-known character and their adventures around the world. Children discuss countries they are from or have visited. Parents are invited into the setting to share learning about their culture. Children who speak English as an additional language are supported in learning English through the use of picture cards and dual-language books.
- Books, stories and rhymes are used well. Children enjoy making choices about which songs they sing, and they listen to stories which support their understanding of new words, such as 'pitching'. Staff engage in meaningful conversations with the children and expose them to unfamiliar words, such as 'cunning'. However, staff do not always support children with their listening and attention skills as promptly as they could. As a result, some children do not always engage from the start of an activity.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority and staff are vigilant to any concerns through attending regular meetings and training. Staff carry out daily risk assessments to ensure children are safe in the setting and when going on visits. Children are able to articulate the rules which keep them safe when attending their forest school setting, for example.

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

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

- ensure staff promptly support children with their listening and attention skills during focused activities.

## Setting details

<b>Unique reference number</b>	143065
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10220300
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Comeytrove Under Fives Group Committee
<b>Registered person unique reference number</b>	RP910373
<b>Telephone number</b>	01823 271216
<b>Date of previous inspection</b>	8 September 2016

## Information about this early years setting

Comeytrove Under Five Group registered in 1992. It is located in Galmington, Taunton, Somerset. The setting is open each weekday, from 8.30am to 4pm, term time only. There are 12 members of staff. The manager holds a qualification at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Leanne Galloway

## 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 together of all areas of the setting and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- A range of documentation was reviewed, including staff qualification certificates.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector, manager and deputy manager observed children during activities and completed a follow-up discussion about children's learning and development.

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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