

# Shrublands Pre-School at Wroughton Infant School

Wroughton County First School, Beccles Road, Gorleston, GREAT YARMOUTH, Norfolk, NR31 8AH

<b>Inspection date</b>	14/11/2013
Previous inspection date	22/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not supported effectively to become confident individuals who develop the key skills to be ready for the next stage in their learning, such as moving onto school.
- Planning is not effective, to ensure that activities meet the needs of all children and support them in their continuing learning and development.
- Risk assessments are not robust, to ensure that the learning environment is organised to keep children safe and meet their individual needs.
- Writing materials are not of good quality, to encourage children to want to use them.
- Healthy eating is not promoted sufficiently to support children's good health.

### It has the following strengths

- Children behave well and are developing friendships with each other. Consistent ground rules are in place that help children know what is expected of their behaviour.
- Children's transition to pre-school is suitably managed, which helps them to be happy and settled.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the pre-school owner/manager.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## **Full report**

### **Information about the setting**

Shrublands Pre-School at Wroughton Infant School was registered in 2009 on the Early Years Register. It operates from a classroom in Wroughton Infant School in Gorleston, Norfolk. There is an enclosed area available for outdoor play. The pre-school is privately owned and managed. It serves the local area and is accessible to all children.

The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 12 noon and 12 noon to 3pm. Children attend for a variety of sessions. There are currently 65 children on roll, all of whom are in the early years age range.

The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning of activities, to ensure that each child receives an enjoyable and challenging learning experience that is firmly rooted in their next steps and interests
- promote children's independence to enable them to be at the centre of their learning and develop the key skills needed for the next stage in their learning. This includes promoting their self-care skills and limiting the amount of time they sit in whole group activities
- review risk assessments, to ensure that the learning environment is organised to meet children's individual needs; with regard to removing unsafe storage and improving children's access to resources.

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

- improve the quality of writing materials to make them more attractive to children and enable children to use them
- involve parents in developing children's understanding of healthy lifestyles, for example, by implementing a policy for healthy eating, with regard to the contents of lunch boxes.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Staff gather information from parents when children first attend the pre-school, to find out about children's likes and dislikes. Staff observe children as they play and record these observations using written evidence and occasional photographs. The observations are evaluated, to identify the next steps in children's learning. However, these are not successfully transferred to planning, to ensure that each child receives an enjoyable and challenging learning experience. As a result, activities are not firmly rooted in children's interests and do not sufficiently support their continuing developmental progress. Despite this, children do enjoy their time in the pre-school and staff provide activities that children enjoy. The manager sets out a range of activities each day, that take into account the seven areas of learning. Staff are aware or carrying out the progress check when children are two years of age, to ensure that any concerns about children's learning and development are identified and managed. Staff are able to talk confidently about what children like to do. Some children are confident in the environment and embrace new

experiences. However, overall children's progress does not ensure that they have the key skills needed for the next stage in their learning, such as moving onto school. This is because children's independence and individual needs are not sufficiently promoted. For example, they spend a long time in whole group activities, sitting on the carpet for registration, story time and 'show and tell'. The group is very large, often in excess of 30 children, and the interest of younger children cannot be sustained. Staff are not able to sufficiently support all children to participate because there are too many children to take into account. Although younger and less confident children do not become disruptive they do not engage with the group activity. Older and more confident children do contribute readily and staff support their communication and language skills. Children listen and take turns in conversation, showing staff what toy they have brought into pre-school and demonstrating how it works.

Children learn about their local environment and the wider world. They are taken on outings into the local community where they are encouraged to notice the natural world, cars, buildings and people. Children are supported to develop concern and respect for each other and develop an awareness of the customs and beliefs of our multicultural society. They celebrate the festivals of their own and other religions and learn about supporting disadvantaged members of society. For example, they celebrate 'Children in need' day and 'Pudsey bear' makes a guest appearance. Parents are supported to be part of this and are encouraged to purchase cakes and make small financial contributions.

Older children count confidently in regular, routine situations. For example, when sitting as a whole group for registration, staff talk to children about the days of the week and the date. Children are encouraged to count up to the number of the date in the month and count with adults as they point to the characters in the '10 in the bed' big book. Children count the number of bricks that they have used to build a house, using small wooden bricks. They use the bricks confidently, using them to represent another item. For example, children hold a long brick in their hand and pretend to 'make it fly like a superhero'. They use language imaginatively to describe what they are doing, talking about how if they leave a doorway in a superhero's house it means ghosts and zombies will be able to get in. Children play imaginatively based on their own and imagined experiences. They play with the role-play hairdressers, cooperating to decide who will be the hairdresser and who will be the customer. They use language well, talking about shampoo and hair gel as they pretend to wash and dry each other's hair. Older children recognise their first name when it is written. They self-register on arrival at pre-school and find their name to have snack. Children see staff writing their names on their artwork and older children are able to write some recognisable letters. However, once children can write their first name independently staff do not move them on in their writing skills. Children enjoy making marks and sit independently at the table to draw. However, the resources provided at the table for writing and drawing are not well presented. The wax crayons are broken into small pieces and are dirty and many of the pencil crayons are blunt and/or the points broken off. This does not effectively support children to want to explore early writing skills.

**The contribution of the early years provision to the well-being of children**

Children's transition to being in the pre-school is managed well, helping them to be happy and settled. Home visits have been introduced and staff visit children in their homes before they start at pre-school. This enables staff to see children in their home environment and supports children to get to know staff in their own familiar surroundings. Children develop appropriate emotional attachments with staff and are building friendships with each other. A key person system is in place that ensures each child has a named adult within the pre-school. She takes responsibility for their daily well-being, maintains records of their learning and development and builds relationships with parents.

Children behave appropriately and are developing friendships with each other. Staff give some priority to supporting children to be kind and consider the feeling of others. Children are helped to learn right from wrong and play well together. Staff encourage children in games to support taking turns and sharing. Unwanted behaviour is managed satisfactorily, taking into account children's age and level of understanding. Children are reminded about using good manners, such as saying 'please' and 'thank you'. They often use these words without prompting. However, children are not sufficiently supported to develop the necessary skills which helps them embrace new experiences with confidence, in order to help them make a smooth transition to school.

Staff generally promote children's good health. Children wash their hands before eating and are offered healthy snacks, milk and water. Special dietary needs are met. However, staff do not involve parents in promoting children's understanding of healthy lifestyles with regard to the contents of lunch boxes. Children have daily opportunities to be outdoors and move independently between the classroom and the garden. They self-select from the toys available to them, however, children's safety is not always given sufficient priority when resources are being stored. Children and staff practise the emergency evacuation procedure regularly. This ensures that everyone knows what to do in an emergency to keep themselves safe.

### **The effectiveness of the leadership and management of the early years provision**

The pre-school manager is fully aware of the requirements of the Statutory framework for the Early Years Foundation Stage. She has taken necessary steps to address the recommendations set at the last inspection. For example, she has improved opportunities for children to develop and use their home language in their play and learning. The views of parents are sought through questionnaires and daily discussion as part of the pre-schools self-evaluation. Partnerships with parents are friendly and trusting. Parents report that they mostly use this pre-school because it is convenient and their children will be going to the school in which the pre-school is based. They state that they are happy with the service that is provided and their children enjoy coming here. Partnerships with others who provide care and learning for the children have been established, to ensure that concerns about children's well-being, learning or development can be identified and managed. The pre-school has a special educational needs coordinator who is new to this post. She is enthusiastic about ensuring that all children receive the necessary support, to help them make progress in their learning and development.

Monitoring of the learning and development requirements is not adequate, to ensure that children's individual needs are met. Management does not sufficiently identify and manage the quality of teaching. There is a system of appraisal and supervision to support staff in their practice and professional development. As part of the recruitment procedures the manager maintains a written record to show that staff have an enhanced disclosure issued by the Disclosure and Barring Check services. She sees evidence of completed suitability checks for students, to ensure that those working with children are suitable to do so. No person whose suitability has not been checked is allowed unsupervised access to children. Staff are aware of the signs and symptoms of abuse, to help them recognise when children are at risk. As a result of a recent incident, that was not managed in line with the Local Safeguarding Children Board guidelines, the safeguarding policy and procedures have been revisited by management and staff. A staff meeting has been held to discuss child protection procedures, to ensure that everyone knows what to do if they have a concern about a child. The manager has attended 'senior lead practitioner' training in safeguarding and the deputy manager is also now attending this training.

The pre-school premises are secure, to protect children from intruders and prevent children from leaving the premises unsupervised. Risk assessments are carried out, to identify risks to children's safety. However, they are not effective, to ensure that risks to children's safety are minimised. The premises are very untidy with boxes and resources stacked on top of each other. This poses a risk to children's safety and means that resources are not presented to enable children to readily access them. Children are always escorted to the bathroom, even though it is within the secure boundaries of the premises. This means that they do not develop independence in taking themselves to the toilet, ready for when they start school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY389468
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	943139
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Sandra Jill Vincent
<b>Date of previous inspection</b>	22/06/2009
<b>Telephone number</b>	01493 663 470

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## Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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