

Shrublands Pre-School at Wroughton Infant School

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

Inspection date	12/05/2014
Previous inspection date	14/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	4	2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy at the pre-school and make good progress in their learning. Stimulating activities are provided to engage children and capture their interest. This encourages children to become confident, motivated in their play and inquisitive learners.
- The pre-school works closely with other professionals, agencies and parents, providing good levels of support that enables every child to learn and develop well. Children's communication development is supported well because staff use activities effectively to enhance children's speech and understanding.
- Children have good relationships with staff. The strong key person system, built around effective settling-in arrangements, strengthens relationships with the children and their families and supports continuity between pre-school and home life.
- There are robust safeguarding procedures in place to promote children's well-being.

It is not yet outstanding because

- There is potential for staff to increase the social aspect of snack time, by making the most of this opportunity to sit with the children and initiate conversation.
- There is scope to increase children's interest in exploring and experimenting indoors, through the provision of a much broader range of natural and sensory resources.

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 classroom and the outside learning environment.
- The inspector held a meeting with and conducted a joint observation with the pre-school owner/manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lindsey Cullum

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 within Wroughton Infant School in the Gorleston area of 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 child care staff. All staff 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 70 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 further improve the quality of the early years provision the provider should:

- maximise the opportunities already available to promote social snack-times, by organising these so that staff sit with the children and engage in conversation
- enhance further the resources provided indoors, so children have even more opportunities to explore and experiment using their senses.

Inspection judgements

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

Children are happy and motivated in the setting and consequently make good progress in their learning and development, given their varying starting points. Staff offer resources and experiences that support children to learn and provide opportunities for them to practise their emergent skills and knowledge. For example, staff observe children's interest in writing and extend this by offering clipboards with paper, so that those children pretending to be police officers can write their reports and older children wanting to practise writing their name have a choice of good quality writing materials. Children immediately show that they understand that print has meaning, with some children writing recognisable letters. Staff show good teaching practice as they wait for the children to lead play before assisting them as necessary, offering praise as children achieve and valuing their efforts by following through children's requests to add their work to their own developmental records which they refer to as their clever books. Staff regularly observe

and assess children's development, recording their achievements in well-presented folders, which children and parents easily access and add information to. Therefore, children's learning is a shared process. The children's key person effectively evaluates the observations made, to identify children's next steps for learning. Planning directly reflects the input of all key persons for their individual children, as well as focused adult-led activities, so that children's all-round progress is actively promoted. Children with special educational needs and/or disabilities are fully supported because staff develop individual plans for them, in consultation with their parents and other professionals, that foster learning in all areas.

Parents meet with the child's key person before their child starts attending the setting, which means children's starting points and interests are identified and can be planned for during the settling process. Staff undertake regular reviews of children's development and progress, including the progress check for children age two where appropriate. Parents are fully informed of, and involved in these reviews. They are encouraged to attend parents evenings where they can discuss their children's progress and take their children's records home, which helps them to support their children's learning at home. Furthermore, they are invited to attend training courses on specific aspects of children's development and learning, which enhance their skills and offer new ideas. This also means that parents are supported in adopting practices that are consistent with those used in the setting.

Staff know that children learn best through play and first-hand experiences. They make use of the valuable learning environment inside and outdoors. For example, they respond positively to children digging in the soil outdoors, by helping them to search for worms and other insects, promoting discussion about where these live. Spontaneous opportunities are used for learning, such as children's interest in a man using a small tractor to cut the grass on the school field. Staff remind children of a previous theme where they compared fresh grass and some that had been cut and started to turn into compost. Consequently, children are learning about the natural environment. Imaginative play develops in the role play areas, with children asking to dress up as princesses or use the home corner to act out familiar scenarios, such as being looked after when ill. Children express themselves creatively, painting and drawing their own pictures. They mould and make using dough, rolling and cutting, honing their manipulative skills. Children explore natural materials such as sand and water, however, there are fewer opportunities or resources, which support their sensory development. Friendships amongst children are clearly evident, with some children choosing to spend a lot of their time playing together. All children enjoy stories. Staff include actions, props and use different voices for the characters in the story, which enhances children's enjoyment and engagement. Children develop good listening skills and are animated when staff tell popular stories, joining in with repetitive sentences and answering questions about what might happen next. Their interest in literacy is further enhanced as they readily choose books to share with staff in the reading area. Staff engage children in conversation during activities, helping them to share their thoughts, ideas and convey their needs. Activities are used effectively to introduce new words and practise saying them. For example, while children enjoy a game of hook the duck, they copy and repeat as the staff count the number of spots on the duck and learn to recognise numbers. Furthermore, their co-ordination and physical skills are developed as they learn to manoeuvre the hooked rod to catch a plastic duck. Staff

encourage children to persist in their efforts and they are very proud when they achieve, promoting their self-esteem. Staff regularly take small groups out for an activity where they focus on a specific aspect of learning. Children gain an understanding of following simple instructions as they are encouraged to listen carefully and learn to understand the language used. In addition, children are learning to take turns with others in the group, developing their social skills and interactions. Consequently, children's progress with their communication development and social skills in the setting is good. Children show that they are well motivated and eager to join in with activities, demonstrating the characteristics of effective learning. Staff are supportive and, as a result, the children confidently display their knowledge and initiate activities. This means they are practising in preparation for new learning within any setting, such as school.

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

Children enjoy warm relationships with the caring staff. The key persons are attentive, therefore children build secure attachments with their special person, who is on-hand to support children when needed. Staff work very hard to develop strong partnerships with parents and carers. Home visits and initial settling sessions are offered and during these all aspects of children's well-being are discussed and recorded. Detailed welfare information is sought, which helps the key person to make good provision for any children with specific needs. Parents work with the key person to develop a starting point for children's learning and development, that helps them to track progress over time. Each parent is provided with a welcome leaflet and a wealth of information about the Early Years Foundation Stage which helps them to understand the provision and activities on offer. They are also invited to share children's achievements from home using the proud moments board, promoting the parent and pre-school relationship. Once settled, children demonstrate their feeling of confidence by moving around freely and finding activities that interest them. They spontaneously approach staff when they need help or reassurance, which again shows they are feeling secure in their surroundings. The pre-school is inclusive and children learn to respect and celebrate each other's differences. This contributes effectively to supporting children's personal, social and emotional development.

Staff encourage children to be independent and manage their own personal care, relative to their ages and stages of development. For example, children serve themselves at snack-time and they dress themselves appropriately for outdoor play. Children know they need to wash their hands before snacks and meals, learning useful personal hygiene practices through everyday routines. Children receive healthy snacks and drinks are readily available. Staff effectively support children who have special dietary requirements, liaising with parents to ensure children's individual needs or any parental preferences are met. Most parents choose to provide their children with a packed lunch if they stay all day and advice is provided on healthy options, to meet the setting's healthy eating policy. School lunches are available should parents wish to take up this opportunity. Lunch-times are social occasions with staff sitting and eating their meals with the children and initiating conversations. This aspect is not so well-addressed during snack time. The setting provides a snack-bar system in the morning, so children can choose when to stop their play for snack, promoting their independence. However, due to the way this is currently

organised, staff have very little time to sit with the children to mirror the more positive lunch time experience. Staff consistently praise children for their achievements and acknowledge their efforts, fostering their confidence and self-esteem. Staff act as good role models for the children, modelling behaviour and play that they wish to encourage. For example, they talk about sharing resources while children are enjoying outdoor play, so that children begin to share spontaneously. Consequently, children behave well, are kind to one another and friendships are developing.

The pre-school environment is warm, welcoming and very child-centred. Toys and activities are thoughtfully presented, for example the dinosaurs are set out on a landscape mat to stimulate children's play. Displays featuring children's artwork and photographs are beautifully displayed around many of the walls. Consequently, the environment is stimulating and vibrant and children experience a strong sense of belonging. The pre-school uses a classroom in the school and shares the school playground and field with the reception class. This means that children mix while playing outdoors and soon become familiar with the school staff. Good links are therefore established with the school, which ensures that the transition between pre-school and school is a positive experience for the children. The outdoor area is very well used to promote children's learning and well-being. This provides rich learning opportunities and an exciting place for children to play, discover, explore and have fun. The covered area enables children to experience outdoor activities in all weathers as they access large construction equipment, small world play resources, a sand-pit and specific activities set out by the staff. Children develop self-confidence in their physical abilities as they use a varied range of equipment to promote their physical development. They are learning to take acceptable risks as they climb, run, jump and ride small wheeled toys. Children are developing a practical knowledge of personal safety. Staff ask them to think about what might happen if they do not sit on chairs properly or handle small tools, such as metal trowels, with care. They prompt children to look for traffic as they pretend to cross the roadway painted onto the playground, which is being used by other children riding on trikes or playing in small cars. Therefore, children are beginning to understand simple road safety principles.

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

The owner/manager and staff team give high priority to safeguarding children and to providing a safe and secure environment for them to play and learn. The staff team are well trained, which ensures they understand their responsibilities towards children in the setting and know what steps to take if they have concerns about a child. Rigorous recruitment procedures ensure that all staff working with children are suitable to do so. There are good induction procedures in place, which means that new staff and any students are familiar with the pre-schools policies and procedures. All staff employed are qualified to at least level 3 and continue their professional development by attending relevant training and sharing new knowledge and skills with the staff team. Daily risk assessments help to keep the premises safe, minimise potential hazards and protect children from harm. Staffing ratios are maintained and staff are assigned to different areas or outdoors, so that children are well supervised.

Following the last inspection, Ofsted carried out a monitoring visit and suitable progress was being made. Since then, the owner/manager and staff team have worked hard to improve the quality of the provision for children and their families. They have worked closely with their local authority advisors, undertaken additional training and made significant changes to the setting, successfully meeting all the actions raised during the last inspection. The owner/manager has introduced further monitoring of staff and delivery of the education programme, which has helped to consolidate speedy improvements into solid good practice in all areas of the provision. Improved systems for assessment and planning, result in an accurate understanding of children's abilities and interests, so that activities are challenging for children and meet their individual needs. The whole team have reviewed the layout and resourcing of the learning environment, taking positive steps to create attractive and stimulating areas where children can easily and safely access resources. As a result, children make consistently good progress in their learning and development given their starting points.

Ongoing self-evaluation demonstrates that there is a strong commitment to continuous improvement. The views of parents are regularly sought through questionnaires and discussion during parents evenings. Parents provide positive comments about the provision and their children's learning and development while attending the pre-school. In particular, parents comment that if children need additional support, staff are efficient in seeking this and working with other professionals and agencies to ensure that intervention is timely and meets children's learning and developmental needs. Parents are fully involved in individual plans for their children and help to review them with their child's key person. Regular communication and sharing of information assures continuity of care for the children and supports families. Parents attend regular parents evenings and are invited to training sessions, so are fully involved in the pre-school setting. Staff also work very closely with school staff, especially those working in the reception class. This means that children are well-prepared for their transition into school and future learning.

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

Unique reference number	EY389468
Local authority	Norfolk
Inspection number	963339
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	70
Name of provider	SHRUBLANDS PRE-SCHOOL LTD
Date of previous inspection	14/11/2013
Telephone number	01493 663 470

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Type of provision

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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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