

# Shrewsbury Prepatoria Limited

Unit 7, Park Plaza, Shrewsbury, SY1 3AF

## Inspection date

Previous inspection date

06/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	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

- Teaching is good. Staff are extremely knowledgeable and skilled. As a result, they deliver challenging activities and experiences that meet the needs of children well. Children make good progress towards the early learning goals.
- The indoor environment is extremely welcoming and well resourced. Staff use the environment to enhance teaching and engage children in their learning.
- The manager is very proactive and ensures all legal requirements are well met. Safeguarding procedures are robust, including staff recruitment. Staff have a good knowledge of how to keep children safe from possible harm or abuse.
- Staff have good partnerships with parents. Parents are fully involved with the setting through social events. Staff engage parents well in their children's learning as they share detailed information of children's progress regularly and promote their learning at home.

### It is not yet outstanding because

- There is scope to further enhance the outdoor environment to broaden the opportunities for children to take and manage risks appropriately.
- During the snack time activity staff do not fully support children's independent decision making. Therefore, younger children are not always able to make informed decisions.

## 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 spoke with children and observed activities in the two children's rooms, dining area and outdoors.
- The inspector viewed all relevant documentation, including policies and procedures, learning journals, planning and assessments and self-evaluation.
- The inspector spoke with staff and the manager throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector gathered the views of current and prospective parents.
- The inspector spoke with staff about child protection, viewed safeguarding documentation and viewed all checks on staff to check their suitability.

## Inspector

Scott Oliver Thomas

## Full report

### Information about the setting

Shrewsbury Prepatoria Limited was registered in 2013 on the Early Years Register. It is privately run. It is situated on the edge of the Battelfield Enterprise Park on the outskirts Shrewsbury, Shropshire. The premises comprises of two children's rooms, dining area and kitchen, toilet area, office and lobby, family room known as the Piazza and outdoor play area. The setting employs two members of staff working with the children and additional bank staff. Of these, the manager holds Qualified Teacher Status. The deputy holds a qualification at level 3. The setting opens 8am to 4pm, Monday to Friday for 50 weeks per year. Children attend for a variety of sessions. There are currently 10 children on roll. The setting provides funded early education for two-, three- and four-year-old children. The setting receives support from the local authority and it is a member of the National Day Nurseries Association.

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

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

- maximise children's risk taking outdoors by enhancing the range of activities and resources available to support this aspect of children's learning
- enhance children's ability to make independent and informed choices, for example, through the use of visual aids and prompts.

## Inspection judgements

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

The quality of teaching is good and on occasions outstanding. Staff deliver challenging activities that are well matched to the needs of all children. The manager uses her knowledge as a qualified teacher to build on children's prior learning and enhance their communication skills effectively. Therefore, children are engaged well in their learning and they are becoming competent communicators. As a result, children make good progress from their starting points. Staff know children exceptionally well from when they first start. They use this knowledge to plan experiences for children that are matched to their individual interests and next steps in learning. This means that children learn in a variety of ways. Teaching is differentiated well. For example, staff use age-appropriate resources for the youngest children and adapt the routine to give them more opportunities for child-led play. Older children receive some formal teaching, such as phonics time. This means that children develop the necessary skills at the right time in their development. As a result, children are reaching their optimum levels of development. Children are becoming ready for school because staff ensure they have the vital skills they need for their future learning. For example, they encourage children to write their name to develop their early

writing skills. Staff are good at promoting children's skills in the prime areas of learning. When children want the same play dough cutter, staff intervene appropriately to ensure children are able to take turns. As a result, children are developing good social skills. They are able to use these skills in other play situations.

Staff promote children's physical skills effectively. Children who enjoy learning outside have access to a range of resources, such as, scooters, tricycles, balls and a balancing beam. This means that children have plentiful opportunities to develop a range of skills, such as kicking, balancing and pedalling. Children are motivated well during their outdoor learning and show high levels of energy. They have a good understanding of the world in which they live. This is because staff promote children's learning through everyday teaching opportunities. Children who visit other places on their holiday, plot their destination on a map prior to the visit. Staff share books and pictures of what their destination will look like. When children return, they share their experiences, including souvenirs and photographs. As a result, children are engaged well as they explore the lives of others, showing curiosity and interest.

Staff capture children's starting points thoroughly. Parents share their child's prior learning through a biography and in some cases, through home visits. This means that key persons are able to make accurate assessments of children's developmental stage. Consequently, their initial learning is well matched to their abilities. Children go on to make good progress from their starting points. Staff track this progress through a variety of ways, including a tracking system and individual learning journals. They use these systems to share children's progress with parents on a regular basis. As a result, parents know what developmental milestones their child is achieving and what the next steps are in their learning. Staff are skilled in completing the progress check for children between the ages of two and three years. They ask parents to complete the same assessment to identify children's progress both at home and in the setting. This gives a broad overview of children's all round development. As a result, staff and parents together are able to identify if any child is not making the expected progress and agree appropriate actions. Therefore, timely interventions are taken to ensure children make good progress. Staff complete regular observations. Staff use their observations to make accurate assessments of children's progress and identify next steps in their learning. This means that planning is well matched to the needs of the children and teaching builds on their previous experiences. As a result, children's learning is meaningful and relevant. Parents are involved purposefully in their children's learning. This is because staff take all opportunities to promote the parents' role in teaching children. For example, older children complete homework and take books home to read. As a result, children's learning between home and the setting is seamless.

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

Children have good attachments to their key person. The key person system is embedded well and staff are knowledgeable about their role. Staff ensure there are plentiful opportunities for children to become familiar with their key person before they start. For example, staff carry out home visits or visit previous settings. Younger children and their parents attend a weekly 'stay and play' group. As a result, children feel secure with staff

and parents have a trusting relationship with them. Children talk to their key person with warmth. They invite staff to join their play or seek them out when they need reassurance or affection. Children are happy to be at the setting and show great delight when they arrive. They are disappointed when they go home and look forward to their next session. The environment is welcoming and familiar, which enables children to be independent in their learning and exploration. However, there are times where teaching does not fully promote children's independence. For example, at snack time, staff ask children to choose what they would like to drink or eat, without showing them the options. As a result, children are not always able to make independent decisions as they are sometimes unclear what they are choosing between. Children use their imagination well, which is supported effectively by the high quality resources. Resources are organised well and are rotated according to the age of children who attend. Resources are accessible, which allows children to extend their role play by adding a variety of these to enhance their imagination further.

Children's behaviour is very good. This is because staff manage it effectively using positive strategies. For example, older children sing a song of positive rules, such as how to use kind hands. There is a behaviour management policy, which is implemented effectively and underpins staff practice and knowledge. Staff support children to find positive solutions to disagreements and to act appropriately while at the setting. As a result, children play co-operatively together. Children feel safe when at the setting. Staff encourage children to keep themselves safe. They identify possible risks and ways to reduce risks. For example, when children use the balancing beam, staff ask what might happen if they fall and what could they do stop themselves falling. However, there are limited other resources and opportunities to extend children's risk taking outdoors. Consequently, children are not yet able to predict and manage risks in a variety of situations. As a result, children are still developing the skills needed to take calculated risks.

Children have a good understanding of the importance of physical exercise. Staff support this well through their approach to free-flow access of the outdoor area. They continually plan and provide a range of physical activities. As a result, children's physical health is promoted well. Children eat healthy meals and access fresh air daily whatever the weather. Staff make the most of the outdoor covered area to ensure children are able to access outdoors daily. They encourage children to try new foods. Therefore, children are learning the importance of a healthy lifestyle. Staff support children to manage their own personal hygiene needs appropriately. They re-enforce the importance of washing away germs during hand washing, especially after children blow their nose.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager promotes the safety of children very effectively. There are detailed risk assessments in place to ensure hazards are identified and reduced. All staff are knowledgeable of how to keep children safe and they are able to take action accordingly. Recruitment procedures are robust. The manager implements the

safer recruitment policy well. Staff are subject to a rigorous recruitment process to ensure they are able to fulfil their role. All staff are checked to ensure they are suitable to work with children. All staff receive a detailed induction. Induction is varied and covers all core knowledge, such as health and safety. Staff develop their understanding of the teaching principles and approaches. As a result, all staff are knowledgeable, including bank staff. Staff complete a wide range of training on a regular basis. This ensures their knowledge is up to date and relevant. Training is matched to the roles and responsibilities of all staff and it is also linked to improving practice where necessary. All staff have completed child protection training. They are able to take action to ensure children are protected from possible harm or abuse in line with local child protection procedures. Monitoring of staff is effective. The manager meets with staff weekly to monitor their practice. This effective practice is enhanced by expert coaching and mentoring led by the manager. This is improving staff's teaching through broadening their knowledge and expertise. As a result, the educational programmes are varied and rich. The manager has high expectations of staff. The manager takes swift action to identify weaker practice. The manager is a good role model and demonstrates effective teaching, which other staff adopt and implement. Policies and procedures are robust and reviewed regularly using the views of staff, parents and other advisory sources. Staff know policies well and implement them consistently in their teaching and care practices. The manager is very active in sharing policies with parents. As a result, parents have a good understanding how the setting functions.

The learning and development requirements of the Early Years Foundation Stage are understood and met well. The manager uses her knowledge and expertise in the monitoring of staff's teaching. This means that she has a good understanding of what quality teaching looks like and evaluates staff's teaching effectively to ensure children make good progress. The manager takes overall responsibility for all planning. She supports and uses staff's knowledge and skills to ensure that activities and experiences meet children's needs. As a result, all areas of learning are covered and teaching is well matched to children's needs. Quality assurance of assessments is robust. The manager reviews all assessments. The manager uses guidance to benchmark assessment judgements and challenges staff's assessments if she feels they are not accurate. As a result, all staff complete precise assessments of children's progress. The manager knows all children very well. She uses the tracking system to monitor children's progress and she is able to swiftly identify children whose progress is beyond or below that expected. Gaps in children's learning are closing swiftly. The robust identification of starting points means that action is taken at the earliest opportunity to make interventions to best support learning. Children are offered additional provision where necessary to thrive in the learning environment.

Self-evaluation is effective. The setting embraces a culture of reflective practice. Staff are critical of practice and they are constantly identifying ways to improve the setting and the outcomes for children. The setting has made good progress from registration and the quality of the indoor environment demonstrates this. The manager has carefully selected resources using the views of staff and children. As a result, the indoor environment is very stimulating and promotes learning well. Self-evaluation is well documented and incorporates the views of staff, children and parents. The manager benchmarks practice and areas for improvements using guidance. As a result, areas for improvement achieve positive outcomes as they are meaningful and relevant. Partnership working is very

effective and has been established well. The manager works with a wide range of partners, such as the local children's centre and she is part of the Early Years Professionals Forum. This means that the manager has a good knowledge of local services available to support families. As a result, families are appropriately signposted. Parents are fully involved in children's learning and the everyday life of the setting. Staff promote learning at home effectively through a variety of ways, for example, newsletters and sharing phonics books. Parents are invited to attend social events, such as summer barbeques. As a result, parents contribute well to children's learning at home and in the setting.

## 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>	EY472111
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	948517
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Shrewsbury Prepatoria Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07860467276

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## Type of provision

For the purposes of this inspection the following definitions apply:

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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