

Charles Burrells Pre-School Nursery

Staniforth Road, Thetford, Norfolk, IP24 3LH



Inspection date	7 November 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The lead practitioner for safeguarding does not have a secure knowledge and understanding of the process to follow with regard to reporting any allegations made about staff in accordance with the setting's safeguarding policy and procedures.
- Staff do not always share highly detailed information with parents about children's learning to help parents further complement and extend children's learning at home.
- Sometimes, staff miss opportunities to extend children's thinking and problem-solving skills to the highest level.
- The setting's self-evaluation is not effective in ensuring that the safeguarding and welfare requirements are met at all times.

It has the following strengths

- Staff know the children well. They are aware of children's level of development and individual characteristics. Staff provide appropriate support to help children to achieve well in all areas of learning.
- Children are confident and build secure relationships with staff. They enjoy to share stories with staff about their home life. Staff show they value children and listen to their stories showing a keen interest in children's lives beyond the setting.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure that the lead practitioner for safeguarding has a secure understanding of the procedures to be followed if an allegation of abuse is made against a member of staff. | 28/11/2016 |

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

- enhance partnership working with parents to develop even closer links between the setting and home, to promote children's learning to an even higher level
- extend children's learning even further and make the most of opportunities to promote children's critical thinking and problem-solving skills
- improve evaluation of practice to ensure policies and procedures are rigorously implemented and legal requirements are consistently met.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures and recruitment records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Children's safety and welfare are not assured. The setting's policies and procedures to safeguard children are not implemented effectively. The lead practitioner for safeguarding has failed to follow the procedures to report allegations made about staff. The manager provides some support to staff and tackles weaker areas of staff practice through additional training and supervision. Staff share information with parents throughout children's time at the setting. However, this information is not yet highly focused on how to promote learning through a collaborative approach, and help all children to make the most-rapid progress. The manager evaluates the quality of provision, however, this is ineffective in identifying where legal requirements have not been met with regards to safeguarding children.

Quality of teaching, learning and assessment is good

Staff know the children well. They observe them regularly and make ongoing assessments of what they know and can do. This helps staff to identify where they can best focus their support and plan for children's next steps in their learning. Staff plan an interesting and stimulating environment where children remain engaged throughout the day. Some children show a keen interest in a play dough activity where they develop their physical skills and learn to handle small tools. Staff play alongside children sharing meaningful interactions. They add new vocabulary and explore shape and size together. However, staff do not always make the most of opportunities to extend children's learning even further. For example, during a cutting and gluing activity, staff comment and provide a description of what children are doing but do not always ask children searching questions to enhance their thinking skills.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being are compromised as a result of weaknesses in the implementation of safeguarding policies and procedures. In other safety respects, staff complete regular checks of the premises to ensure they are safe and suitable for children. They are vigilant when using the outdoor area and regularly practise emergency procedures with the children. Children enjoy physical play outdoors during an activity session where they run, jump and throw balls. Staff promote healthy eating. They talk to children about eating healthily and encourage them to make healthy choices in the food they eat. Children learn to share resources and take turns. Staff are consistent in the messages they give to children about how to be kind and respectful to one another.

Outcomes for children are good

Children make good progress in their learning given their starting points. Children are enthusiastic and motivated to learn. They demonstrate good concentration, often engaging in chosen activities for prolonged periods. Staff seek support from outside professionals where necessary, and additional funding is used effectively to target areas of concern in children's development. This helps children to make more substantial progress so that they are prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY482631
Local authority	Norfolk
Inspection number	998543
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	22
Name of registered person	Julie Frisby
Registered person unique reference number	RP512727
Date of previous inspection	Not applicable
Telephone number	07856273975

Charles Burrells Pre-School Nursery was registered in 2014. The nursery employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday term time only. Sessions are from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

