

# Shrublands Pre-School

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



## Inspection date

6 July 2018

Previous inspection date

12 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently good and at times outstanding. Staff understand how children learn best and support children's language development very well. For example, they provide exciting opportunities for children to learn about the life cycle of caterpillars. Staff introduce new vocabulary, such as 'metamorphosis' and 'symmetrical', to children.
- The provider has built exceptional purposeful relationships with staff at the host school. She is committed to working together with them to maintain continuity in children's learning. Children experience a seamless move on to school.
- The provider is committed to providing children with high-quality experiences. She regularly reflects on the provision to identify ongoing improvements.
- Staff support children to develop a good foundation for future learning in readiness for starting school. Children identify letters and their corresponding sounds. They develop a real interest in books, and enjoy using vehicles and tools to make marks in sand.
- Children follow good hygiene routines and experience sociable mealtimes. They have daily opportunities for fresh air and exercise in the outdoor areas. These help to promote their good health and supports their physical well-being.

### It is not yet outstanding because:

- Although partnerships with parents are good overall, staff do not effectively engage all parents to share in their children's learning in the pre-school and at home.
- Staff monitor children's individual progress but do not fully track different groups of children or entire cohorts.

## What the setting needs to do to improve further

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

- explore more ways to effectively engage all parents in their children's learning, as part of their continuing involvement in their children's developmental progress
- strengthen the monitoring system for tracking children's progress, to sharpen the identification of gaps in children's learning as a whole group and inform practice.

### 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 spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of parents' views. She spoke to a number of parents during the inspection and looked at written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider implements thorough procedures to ensure the safe recruitment and ongoing suitability of staff. All staff have a clear understanding of their role to protect children from harm. They know the possible signs of abuse and neglect and understand the wider issues surrounding child protection. Staff are fully aware of what to do should they have concerns about children's welfare. The provider ensures that staff keep their knowledge up to date. She supports her staff through ongoing discussions about practice and regular supervisory meetings. Staff use training to enhance their skills and teaching practice, to improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff carefully organise the indoor and outdoor area to provide a broad range of activities. Children confidently explore the environment and make choices for themselves. They enjoy investigate how things feel. For example, they eagerly explore different textures, such as sand, water, dough and paint. Children play imaginatively in the role-play area. Staff interact purposefully. They join in children's play experiences with enthusiasm. Children are motivated and engaged as they learn through play. Staff model and repeat language, and involve children in meaningful conversations. They skilfully challenge children through effective questioning and encouragement as they play. Children learn about each other's similarities and differences and other cultures and ways of life outside of their own experiences. They have opportunities to take part in a variety of events and celebrations, giving them a wider understanding of the world.

### Personal development, behaviour and welfare are good

Staff give the safety and well-being of children high priority. They are vigilant and complete daily checks on the premises, to ensure that all areas used by the children are safe and suitable. Staff are friendly and approachable and support children to settle well. Children are happy in the pre-school and learn to be independent and responsible. They know the pre-school routines and manage them efficiently. For example, children find their name card to register themselves on arrival. Children develop good social skills. Staff provide clear guidance for children about what is acceptable behaviour. They teach children to be kind to their friends and guide them well to take turns and share resources. Staff are consistent in the messages they give and offer regular praise. This helps to raise children's confidence and sense of self-esteem.

### Outcomes for children are good

Children are becoming effective learners. They develop their concentration as they learn to listen to staff and follow their instructions. Children enthusiastically take part in group activities. They listen attentively and delight in joining in with familiar stories and action songs. Children have regular opportunities to develop their early writing skills. All children progress consistently well in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY389468
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1088077
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	SHRUBLANDS PRE-SCHOOL LTD
<b>Registered person unique reference number</b>	RP533395
<b>Date of previous inspection</b>	12 May 2014
<b>Telephone number</b>	01493806780

Shrublands Pre-School at Wroughton Infant School registered in 2009. The pre-school is privately owned and managed. It employs 10 members of childcare staff. Of these, nine 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 midday and from midday to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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