

Inspection of Little Pirates at Drake

Drake Infant and Nursery School, Fairfields, Thetford, Norfolk IP24 1JW

Inspection date: 26 September 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle quickly at the setting. They demonstrate that they feel safe and secure as they interact with staff and other children. From a young age, children demonstrate a sense of belonging. They know where to find their peg to hang their coat and point out which artwork is theirs on the carefully presented displays of children's work.

Staff are respectful towards children and share clear expectations for their behaviour. For instance, from a young age children are encouraged to use good manners and be kind to others. Toddlers often bring babies toys to play with and staff praise their thoughtfulness. Older children learn to share and readily take turns with toys.

Children demonstrate enjoyment and curiosity in their play and learning. They show great interest in their surroundings and have fun as they use their senses to explore a variety of resources and toys.

Children demonstrate a love of books and reading. Babies enjoy quiet moments looking at board books and concentrate as they turn the pages. Older children can recall key parts of stories and repeat refrains they know well. Staff read books with enthusiasm and repeat key words and new vocabulary clearly. They ask children questions about the story which encourage their thinking skills. For instance, staff ask children what they think might happen next.

What does the early years setting do well and what does it need to do better?

- The nominated individual has failed to notify Ofsted of a change to the registered provider within the required timescale. Therefore, relevant suitability checks have not been carried out by Ofsted for this person. However, the impact of this on children is minimal as they do not have unsupervised contact with the nominated individual.
- Children enjoy developing their mathematical knowledge as they explore volume, height and capacity. They scoop and pour rice into containers of different sizes. Staff show older children how to use rulers to measure the height of toys. They encourage children to count and use numbers in their play. Children tell the inspector how tall they are and talk about how they will 'get bigger' as they grow.
- Staff know children well. They make accurate observations and assessments of children's learning. Staff use this information effectively to inform their activity planning and teaching. However, they do not make best use of the information shared by parents about their children on entry. They do not use the information to identify children's starting points and plan swiftly for their learning needs.

- The managers regularly seek feedback from parents and staff on ways to improve and develop the setting further. They also review staff workload and look at ways to promote their well-being. Recent changes have included improvements to the outdoor play spaces and a reduction in the amount of paperwork staff complete each day.
- Staff build positive relationships with parents. They give parents feedback about their children's day and encourage them to get involved in their children's learning. For example, they share reading books with parents to encourage children's love of reading. Parents praise the 'fantastic' staff. They appreciate how well staff communicate with them and comment on how their children settle and thrive in the setting.
- Children develop a good understanding of healthy lifestyles. They benefit from varied, nutritious meals and free access to the garden and outdoor play areas. Children enjoy exploring the different ways their bodies can move and delight in a game where they copy the movements of different vehicles. For instance, they reach up high like a crane and rotate their arms like a cement mixer.
- Staff use their strong links with the host school to provide exciting technology experiences for children. Staff show children how to use virtual reality headsets to explore the sea. Children delight in identifying sea creatures and use positional language to describe where they can see turtles and fish.
- Babies and children have plenty of space to play and practise their physical skills. Children start to develop their independence and manage some routines, such as washing their hands, by themselves. However, staff do not always make the most of opportunities for children to do things for themselves. For example, staff complete simple tasks, such as peeling a banana, that children can attempt for themselves.
- Staff make effective use of small-group games to teach children about concepts such as sorting and letter sounds. Older children begin to recognise familiar words, such as their name. They use this understanding to help them add their name to the 'who's here?' board on arrival.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that may indicate a child is at risk of harm. They regularly update their safeguarding knowledge, for example through training and team meetings. Staff are aware of the procedures to follow should they have any concerns about a child's welfare or the actions of a member of staff. Effective recruitment and vetting arrangements ensure that staff are suitable to work with children. These are followed by a comprehensive induction process which supports staff to have a good understanding of their roles and responsibilities. Staff manage risks within the setting to help ensure that children play in a safe environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

| | Due date |
|---|-----------------|
| provide Ofsted with the information required to carry out necessary suitability checks on the nominated person. | 18/10/2019 |

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

- gather more detailed information from parents about children's prior learning, to precisely identify children's starting points and support high-quality learning from the outset
- explore further ways to promote children's growing independence and enable them to do things themselves.

Setting details

| | |
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| Unique reference number | EY284703 |
| Local authority | Norfolk |
| Inspection number | 10113015 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 to 10 |
| Total number of places | 76 |
| Number of children on roll | 177 |
| Name of registered person | Drake Infant and Nursery School Governing Body |
| Registered person unique reference number | RP524238 |
| Telephone number | 01842 762055 |
| Date of previous inspection | 12 December 2012 |

Information about this early years setting

Little Pirates at Drake registered in 2004. The setting employs 28 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.30am until 5.30pm, all year round. A breakfast club, after-school club and holiday club are also provided. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Oakley

Inspection activities

- The manager took the inspector on a learning walk across all areas of the setting to show how the early years provision and curriculum are organised.
- 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 to children and staff at appropriate times during the inspection.
- A joint observation was carried out and evaluated by the manager and the inspector.
- The inspector took account of the views of parents through written feedback provided.
- The inspector held a number of discussions with the manager and acting registered person. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

We carried out this inspection 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.

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