

# Inspection of Opportunity Pre-School

Kempsfield, Primrose Drive, Shrewsbury, Shropshire SY3 7TP

---

Inspection date: 20 January 2020

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show they are comfortable within the setting. They seek emotional support from staff members when required. Children explore making marks in the sand tray and copy letters and numerals. Staff praise children for their kindness, and children are well behaved. Staff provide children with clear instructions and give gentle reminders for any unwanted behaviours. Soft music plays to signal to the children that there is a change of activity. Children follow staff's instructions to tidy up and gather on the carpet. During song time, children have fun as they join in with the songs and follow along with sign language. With the assistance of staff, children participate in a wide range of activities. They talk with friends as they pretend to purchase food from the 'shop'. They count the items they have in their bags with the support of staff. Children are encouraged to learn through what interests them. They have frequent opportunities throughout the day to play outdoors and extend their physical skills. At snack time, children take turns to pass the plate to the child next to them. Children develop their knowledge and understanding of different shapes as they play with the blocks to build different buildings.

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

- Staff support children's communication and language well as they continually add to children's vocabulary. In a small group, children discuss their love of minibeasts with a staff member and clearly describe some of their main features. The staff member guides them to the nearby books to look up further facts. Staff speak to children about the benefits of reading.
- The manager and staff create good partnerships with parents. Parents are pleased with the care and learning their children receive. The effective key-person system ensures that staff provide children with emotional comfort during the day. Parents say that the pre-school's ethos of creating an extended family is successfully achieved and note how the pre-school is a big part of the community.
- The manager is reflective and continually looks at ways to enhance the pre-school and the activities that are provided. For example, new planters give children the experience of growing their own flowers. The manager develops action plans built from the conversations she has with parents, staff and children. The parent-run committee uses its collective knowledge to aid the manager and the team.
- Staff say that they are well supported by the manager. The manager seeks to provide children with a higher quality of teaching by providing staff with access to further training. The pre-school committee assists staff by offering an educational grant to cover additional costs while studying.
- The pre-school's special educational needs coordinator works closely with

parents and other agencies to put appropriate interventions in place to support those children who need them. The environment is accessible for all children. Outside, there is access to a relaxing garden for children who want quiet time, where they can sit calmly on the tree bench.

- All children make good progress from their starting points. This includes children in receipt of funded early education, those who speak English as an additional language and children with special educational needs and/or disabilities. The management team is consistent in supporting the health needs of children who attend by ensuring that any risk is managed effectively.
- The manager shares her passion for providing children with further knowledge. For instance, different artists visit the pre-school, and children try out techniques such as mosaic art and felting. Staff enrich children's experiences and build on their confidence skills. However, on occasions, staff do not have a consistent approach in supporting children's independence skills as they carry out personal hygiene practices for them.
- The manager and staff work together to plan activities and take the interests of all children into account. Staff provide activities based on children's next steps, ensuring they cover all areas of the curriculum. They record children's learning and share progress with parents regularly. Sometimes, staff do not differentiate activities as effectively as they could, to provide the most able children with more challenging opportunities which would extend their learning even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know how to seek help to protect children. The management team knows how to report concerns, including contact with relevant agencies as appropriate. The team follows effective recruitment and vetting procedures to ensure that committee members and staff working with children are suitable to do so. Staff and the management team keep accurate records and documentation. All staff attend regular safeguarding training to ensure everyone is aware of their responsibilities to keep children safe and secure.

## **What does the setting need to do to improve?**

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

- enhance opportunities for children to develop their independence skills during daily routines
- make the most of all opportunities to extend and challenge the most able children's learning to the highest level.

## Setting details

|  |  |
|--|--|
| <b>Unique reference number</b>                   | 259068                                 |
| <b>Local authority</b>                           | Shropshire                             |
| <b>Inspection number</b>                         | 10116462                               |
| <b>Type of provision</b>                         | Childcare on non-domestic premises     |
| <b>Registers</b>                                 | Early Years Register                   |
| <b>Day care type</b>                             | Full day care                          |
| <b>Age range of children</b>                     | 2 to 5                                 |
| <b>Total number of places</b>                    | 20                                     |
| <b>Number of children on roll</b>                | 29                                     |
| <b>Name of registered person</b>                 | Shrewsbury Opportunity Group Committee |
| <b>Registered person unique reference number</b> | RP907297                               |
| <b>Telephone number</b>                          | 01743 247600                           |
| <b>Date of previous inspection</b>               | 21 March 2016                          |

## Information about this early years setting

Opportunity Pre-School registered in 1989. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school manager has early years professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Green

### Inspection activities

- The inspector had a tour of the pre-school and held discussions with the manager about how they promote children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- Discussions were held with the manager, staff and parents, and the inspector interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents.
- The inspector observed the quality of teaching during activities inside and outside. She assessed the impact this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020