

Inspection of Little Pirates Childcare

Drake Primary School, Fairfields, Thetford, Norfolk IP24 1JW

Inspection date: 23 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from meaningful learning across a curriculum that is designed to give them the knowledge they will need when they start school. Children who learn best from being outdoors are able to do so. They have access to a range of lovely indoor and outdoor activities that take into account all areas of learning. Children take part enthusiastically in planned, adult-led activities. For example, they talk with staff about famous artists and create their own artwork using well known pictures as their inspiration.

Children are happy and demonstrate that they feel safe. They are emotionally secure in this welcoming and friendly setting. Children have good relationships with staff and actively seek them out for reassurance or for support with activities. They chat readily with staff, who model taking turns in conversation and introduce new vocabulary. Children are confident communicators. Babies babble enthusiastically and staff respond positively to them.

Children are helped to be prepared for life in modern Britain. They are beginning to understand about our diverse society and develop positive attitudes to others. Children behave well and understand the consistent rules. They are supported effectively to think about their own feelings as well as considering the needs and feelings of others.

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

- There are exceptionally close links between the setting and the host school. These excellent relationships form a secure basis that helps children moving into the Reception Year have a smooth transition into school life. The provider, managers and staff are committed to a high-quality care and learning experience for all children, including those with special educational needs and/or disabilities.
- Staff benefit from an annual appraisal where the quality of their practice is discussed. They can seek out managers for an informal chat about concerns at any time and have regular opportunities for professional development. They implement what they have learned to the benefit of the children. However, staff have expressed that they would benefit from a more regular programme of supervision. This has not yet been put in place.
- Staff have high expectations of children's behaviour. They help children to understand right from wrong and to play harmoniously together. Staff provide a broad range of activities for children to experience and enjoy together. Babies particularly enjoy the sensory activities provided for them. They excitedly use scoops, spoons and cups as they explore the texture of jelly. Staff recognise when babies tire of an activity and readily move on to something else.
- Children are motivated to play and learn. Older children are keen to join in

during 'forest school' in the school woodland area. They enthusiastically run around and practise their physical skills. Staff consider how to extend the activity into other areas of learning. For example, children confidently use reference books to help them identify bugs, leaves and birds.

- Children develop good language and communication skills. Staff interact with children skilfully, and actively support them in developing their vocabulary and understanding. Staff ask questions to challenge children's thinking and give them time to consider and express their own responses.
- Staff know their key children well. They understand where children are in their learning and what they need to learn next. However, in the absence of the key person, staff are not always fully aware of what they need to do to build on what children already know and can do.
- Children are helped to understand about the importance of good personal hygiene. During the COVID-19 (coronavirus) pandemic, staff worked with children to talk about the virus and make a book relating to it. This included using laminated 'coronavirus germs' taken from the media's visual portrayal of a 'spiky fuzball'. Children learned how germs can be spread and the steps we can take to reduce risks.
- Parents define staff as 'caring, professional and friendly'. They appreciate that nothing is 'too much trouble' and describe their children's care as 'exceptional'. Parents feel well informed and involved in their children's learning and development. Information is shared daily, through verbal feedback, electronic communication and daily diary sheets.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff are alert to issues in children's home lives that have the potential to put them at risk. All staff fully understand their responsibilities to protect children's welfare. They have a good awareness of the indicators of abuse and know what to do if they have a concern. All staff attend annual safeguarding refresher training, along with the teaching staff at the host school, to ensure that they are aware of any changes to local procedures. Staff are aware of the importance of recognising when children or families are vulnerable to being drawn into extreme behaviours or views.

What does the setting need to do to improve?

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

- support staff to be fully aware of where children are in their learning, in order to build more precisely on what they already know and can do
- provide staff with more regular supervision opportunities, to support their practice further.

Setting details

Unique reference number	EY284703
Local authority	Norfolk
Inspection number	10126696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	76
Number of children on roll	161
Name of registered person	Drake Primary School Governing Body
Registered person unique reference number	RP524238
Telephone number	01842 762055
Date of previous inspection	26 September 2019

Information about this early years setting

Little Pirates Childcare registered in 2004. The setting employs 30 members of childcare staff. Of these, 26 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

Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector and one of the managers completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with one of the managers.
- The inspector held a meeting with the provider and the managers at the beginning of the inspection. She also met with the managers during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.

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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