

# Inspection of Papplewick Pre-School

Papplewick & Linby Village Hall, 19 Linby Lane, Papplewick, Nottingham,  
Nottinghamshire NG15 8FB

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Inspection date:

20 September 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

Children do not benefit fully from group times planned by the staff. Quieter two- and three-year old children do not have enough support to help them to join in with the group activity. Three- and four-year-old children quickly lose interest in group activities that do not challenge their thinking. They do not listen or pay attention and this is disruptive to the learning of the other children.

Children build friendships with their peers and staff. They hold onto their friends' hands when they walk to the forest area. Children are kind and help staff to hand out apples to their friends at snack time. Children learn how to be patient when they want to play with the same toy that another child has, with staff support. Children count to 20 with staff, after which they know that it is their turn with the toy. However, children do not understand how staff expect them to behave during some group times. Children show an understanding of the rules and boundaries that are in place to keep themselves safe, such as when they are in the forest area. They learn not to talk to strangers or to pet dogs if they see them. Children show a sense of pride in their achievements. When they complete drawings, they hold them up for staff to see, and smile when they receive praise.

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

- There are some arrangements in place for the supervision and performance management of staff. However, the manager does not use the arrangements effectively to improve the quality of education to be consistently good across the pre-school. Because of this some staff do not have the skills to deliver good quality group activities that interest and involve children. In addition, staff do not help children to understand how they are expected to behave during group activities, which affects their ongoing access to learning experiences.
- The manager and staff identified that children are now more anxious when they first start pre-school. This is because during the COVID-19 (coronavirus) pandemic, children did not have as many opportunities to socialise with others and spent long periods with only their parents. To help children to feel emotionally secure, staff invite them to attend for short sessions and increase their attendance gradually. This helps children to become familiar with the staff and the environment. A child's key person spends time getting to know the child and offers them activities that interest them. This helps children to settle quickly and to begin to benefit from the learning opportunities in pre-school.
- Children who speak English as an additional language are supported well by staff. For instance, when they first start, staff find out key words in their home language and use these words to communicate with children. This helps children to understand daily routines and to feel a valued member of the pre-school.
- Occasionally, staff do not always make the best use of conversations with

children to help them understand the correct name of the objects they use. For example, when staff provide children with screws to hammer into wood, they tell children that they are called nails.

- Staff have completed a Forest School Level 3 training course. They say that this helps them to support children's confidence and to develop a love of nature. Staff take children into woodland for forest sessions and use their curriculum to provide opportunities for children to be confident when they take risks, such as when they climb on fallen trees. Children show determination and hold out their arms to balance when they walk across the tree trunk. Staff help children to learn about wildlife. For example, they ask them to throw a dirty piece of apple for the squirrels. This contributes to children's understanding of what squirrels eat.
- The manager supports children with special educational needs and/or disabilities (SEND) well. She works closely with parents to complete referral forms to initiate involvement from other professionals. When children move on to school, key persons go with children with SEND for several visits. This supports their emotional well-being when they face major transitions in their lives.
- Staff encourage children to use good manners. For instance, when children pass toys to their friends, staff gently remind them to say 'thank you'. Children are polite.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments to ensure the environment is safe for children. They help children to understand how they can keep themselves safe. For instance, when they take children to the forest area, staff ask children what they need to do to keep safe when they walk across the car park. Children reply, 'hold hands' and 'don't go near the cars'. Staff complete suitable training to help them to understand their safeguarding responsibilities. They are aware of the signs that would raise concerns about children's well-being and safety. Furthermore, they know where to report concerns about another adult's behaviour with children.

## 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 good quality learning experiences for all children, such as during group times, to improve the support children receive to make good progress in their learning	20/12/2021

improve supervision of staff to ensure that they receive effective coaching and support to strengthen their teaching practice.	20/12/2021
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**To further improve the quality of the early years provision, the provider should:**

- improve staff's skills in how to use the correct names of objects children use.

## Setting details

<b>Unique reference number</b>	253208
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10072677
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Papplewick Pre-School Committee
<b>Registered person unique reference number</b>	RP522853
<b>Telephone number</b>	0115 9634913
<b>Date of previous inspection</b>	27 April 2016

## Information about this early years setting

Papplewick Pre-School registered in 1974 and is situated in the grounds of Papplewick and Linby Village Hall, Papplewick, Nottingham. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and five at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Feedback from parents was gathered through discussions and the inspector took account of their views.

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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