

# Inspection of Harleston Preschool Nursery

Harleston Childrens Centre, School Lane, Harleston, Norfolk IP20 9HG

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Inspection date: 1 December 2021

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

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

### The provision is inadequate

There are weaknesses in safeguarding and welfare that undermine children's safety and well-being. While there is a process for staff to record information regarding potential safeguarding issues, their records are not always accurate. Staff have not always taken swift action to share signs of concern with the relevant agencies. Nevertheless, children settle into the pre-school quickly and happily. Staff calmly greet children and support them to say goodbye to their parents and carers. Children develop close bonds with their key member of staff and enjoy their company.

Children are currently developing their understanding of the world. They are learning how to keep their teeth healthy through regularly brushing. They discuss what makes a healthy diet. Children enjoy these topics and spend long periods mixing toothpaste with water and brushing the models of teeth. Children explore their developing knowledge through role play. They dress up in doctors' coats as they care for their cuddly toy 'patients'. Children keenly involve staff in their play, explaining that they need to give their toys a sticker for being 'brave'. They show care and attention for the teddies, giving them cuddles to make them 'feel better'. Children have opportunities to develop their knowledge in all areas of learning. This helps to prepare them for starting school.

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

- The safeguarding and welfare requirements of the early years foundation stage are not met. This is because important information about children's welfare is not always recorded accurately or shared swiftly with other agencies. The management have not identified weaknesses in safeguarding practice.
- Children benefit from close interactions with staff. Staff comment on what children are doing, join in their play and offer suggestions to help children to extend their ideas. The curriculum for communication and language is well planned. Children practise their talk during play, learn new words and are able to communicate their needs. Staff give children many opportunities to listen to stories, sing rhymes and talk about their experiences.
- Staff understand what children know and can do. They help children to work towards their next steps in learning. When children of two years old start at the setting, staff focus on supporting their social skills, self-care, physical development and communication skills. When children are secure in these areas, staff help them to become familiar with early literacy skills and introduce mathematical knowledge.
- Children benefit from the well-planned routines for snack time. All children sit down at a table to eat snack with their key member of staff and a few other children. They take turns and practise independence skills. Children excitedly tell

staff about the 'elves' that arrived at their homes for December. Staff role model mealtime routines and encourage children to try new fruits. Children benefit from regular outdoor play and their daily run on the school playground.

- Children develop their literacy skills. For instance, older children listen to and talk about the story of 'The Gingerbread Man'. Younger children work in a small group with an adult to learn 'social interaction' skills. They learn to complete tasks together, taking turns and singing traditional rhymes.
- Staff work closely with children with special educational needs and/or disabilities (SEND). They work well with children's parents and speech therapists. However, staff have not developed a consistent approach to support children who have SEND during larger group activities. Sometimes, children who have SEND are encouraged to join in with the group. At other times, they are steered away from the group towards individual play. This gives inconsistent messages to some children who have SEND.
- Parents say their children settle very well at the pre-school. They appreciate the weekly emails they receive which explain what children are learning about. Staff regularly give parents five important words to discuss with their child at home.
- The manager supports her staff team to develop their skills. Staff attend regular training courses and are in the process of studying for additional qualifications. A staff member is taking part in the 'communication champions' project, to develop children's language. Staff say that they feel well supported. They say they get help and guidance for their mental well-being.

## Safeguarding

The arrangements for safeguarding are not effective.

All staff attend regular safeguarding leader training courses. An appropriate written safeguarding policy is in place. In discussion, staff show they are aware of wider safeguarding concerns, such as extremist views. However, in spite of this, the safeguarding policy has not been consistently followed. Some safeguarding information about children's welfare is not quickly and accurately recorded. In addition, staff have not always promptly passed important information to the relevant agencies involved in the protection of children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
maintain accurate records, such as those of child protection concerns, to share information with other professionals promptly	15/12/2021

ensure that the safeguarding policy is consistently followed; this includes sharing information with the relevant agencies without delay.	15/12/2021
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**To further improve the quality of the early years provision, the provider should:**

- apply a consistent approach for children with SEND, such as during large-group activities.

## Setting details

<b>Unique reference number</b>	2516100
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10207344
<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 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Alburgh With Denton Pre-School Nursery CIO
<b>Registered person unique reference number</b>	2516098
<b>Telephone number</b>	01379 853403
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Harleston Preschool Nursery re-registered in 2019. It is run by a charitable incorporated organisation (CIO). The pre-school is open from 8am to 6pm, Monday to Friday during term time. In the school holidays, the pre-school run a holiday club on weekdays from 8am to 4.30pm. Six staff work directly with the children. Four of these staff hold qualifications at level 3 and above. This includes the manager who holds a level 6. The pre-school provides funded educational places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Hyett

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation of the snack time routine.
- The inspector looked at relevant documentation. This included evidence of staff suitability, the complaints record and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written 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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