

Inspection of Snowy's Nursery And Pre-School

2 Braydeston Avenue, Brundall, NORWICH NR13 5JX

Inspection date:

26 April 2022

Overall effectiveness

Requires improvement

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are greeted warmly on arrival. They separate from their parents with ease. Young children are comforted by caring staff, who get down to their level and provide reassurance to help them feel safe. All children have opportunities to be independent, helping them to gain some skills in preparation for their transition to school. They take themselves to the toilet and wash their hands. They help themselves to water when they are thirsty. Children eat nutritious snacks, which include fruit, vegetables and carbohydrates. They have opportunities for physical exercise and fresh air, remembering that they need to have sunscreen on their bodies when the weather is warm.

All children are free to choose from a broad variety of toys and activities, inside and outside. The learning environment has been much improved since the last inspection. However, staff do not consistently create learning opportunities that capture and sustain children's interest. On a number of occasions, older children are not engaged and lose interest. Some become boisterous and noise levels rise. Children do not use resources as they are intended and fail to follow instructions. Staff are vigilant to this and respond to these behaviours, reminding children how to behave. However, this has an adverse impact as learning is interrupted and teaching opportunities are lost as a result.

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

- There have been changes to the leadership and management of the pre-school since the last inspection and positive changes have been made. The management team has received support from the local authority and has completed a thorough evaluation. Action plans are being implemented well. However, improvements are not yet fully embedded.
- Staff receive regular supervision and complete mandatory training. There is an appropriate focus on staff's well-being. However, supervision is not used well enough to drive continuous improvement and support staff to ensure children are motivated to learn and to raise the quality of teaching and learning to a good level.
- Staff support children's communication and language development well. They provide commentary as they play alongside the children, repeating words clearly to help children with correct pronunciation. Children practise their speaking and listening skills. During circle time, children talk about the creatures that are found in the rainforest, recalling previous learning. They listen to each other as they talk about their emotions, choosing visual cards to show if they are happy or sad.
- Children use a range of tools for writing and paint with brushes. They pour and scoop water and watch it fall through a sieve. Children explore the different

characteristics of bugs and insects. They listen to stories with interest and later look at books independently. Children count and work out how to fit pieces of puzzles together. They use their imaginations in the role play areas inside and outside.

- Parents are kept well informed about what their children are learning. They attend parents' meetings and receive information through an online app and informal catch-ups. Parents are invited to continue their children's learning at home. The nursery offers a book borrowing scheme to further promote children's literacy skills and begin a lifelong love of books.
- Key persons know the children well. They make regular assessments of children's achievements. This includes completing a progress check on children aged between two- and three-years-old. Staff are swift to identify any gaps in children's learning. The special educational needs coordinator (SENCO) works closely with parents and other professionals to ensure children with special educational needs and/or disabilities are well supported.
- The management team has made appropriate use of additional funding. Managers have purchased additional resources and set up weekly physical activity sessions with an outside provider. They have welcomed visits from a wildlife rescue centre, where children were able to meet animals and reptiles. These additional activities support children to learn new skills and have experiences that they may not usually have.
- Partnerships with schools have been strengthened. Teachers make 'drop-in' visits to meet those children who will be moving on to school. Reciprocal arrangements mean that the older children visit the local school on a regular basis, supporting their eventual transition on to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff fully understand their responsibilities in keeping children safe. There are designated persons identified to take the lead on safeguarding. Safeguarding policies have been reviewed and improved since the last inspection. Staff can identify possible signs and symptoms that may indicate a child is at risk of harm. They understand the reporting procedures if they are concerned about the welfare of a child in their care or the actions of a member of staff. Staff attend regular safeguarding training and complete paediatric first-aid training to ensure their knowledge and skills are up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve arrangements for supervision of staff, supporting continuous improvement and raising the quality of teaching to a good level throughout the nursery	14/06/2022
improve the quality of learning by supporting staff to plan and deliver a challenging curriculum, with a particular focus on capturing and sustaining older children's interest and encouraging them to investigate, explore and use resources appropriately.	14/06/2022

Setting details

Unique reference number	EY405395
Local authority	Norfolk
Inspection number	10219596
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	51
Name of registered person	Snowy's Nursery and Pre-School Committee
Registered person unique reference number	RP525318
Telephone number	01603 211445
Date of previous inspection	16 November 2021

Information about this early years setting

Snowy's Nursery and Pre-School registered in 2010. The nursery employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications between level 2 and level 6. The nursery is open each weekday during school term times, between 8.45am and 3.15pm. It opens at 8.30am and closes at 4pm on Tuesdays and Wednesdays. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the acting manager carried out a learning walk across all areas of the setting to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interacting with the children in the two playrooms and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager.
- A meeting was held between the inspector, the acting manager and the nominated individual of the committee.
- The inspector reviewed relevant documentation, including evidence of staff's suitability.
- The inspector held discussions with a number of staff, including the setting's SENCO.
- The inspector spoke to a sample of parents and 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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