

Inspection of Papplewick Pre-School

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

Inspection date: 11 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time spent together as a group. They respond quickly when they hear the bell chime, showing that they are familiar with the routine. They pause their activities and join with their friends and staff to start the day. Children confidently share their ideas during this social time. They explain to each other the ways they can keep themselves safe in the sun, saying: 'When it's hot you need more drinks.' Children go on to tell their friends that they take vitamins each morning to stay healthy. Staff use this as an opportunity to help all children learn this new word, explaining that 'vitamins' build strong bodies.

Children develop their mathematical learning through many of the activities that they choose to engage in. At the modelling dough table, children make five currant buns and count out the number of cherries that they need to decorate them. Children work with staff to build a tower from large construction blocks. Staff ask children if the tower is taller or shorter than themselves, and children reply using the mathematical language that they know. Children develop their problem-solving skills. They correctly work out how many more blocks they need in order to build their tower as tall as the tower that their friend has built.

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

- The manager is improvement focused. She has worked closely with the local authority since the last inspection to lead on the evident developments within the setting. Staff now use an online application to record information about children's learning and development. Through this, they can monitor children's progress. Parents say that they like seeing the photos of their children that are shared on this platform. They report that they use ideas given by staff to support their children's learning at home.
- The manager and staff have considered the impact of the COVID-19 pandemic on children's development. They recognise that some children have had restricted opportunities to develop their physical skills and agility. To help, they set up a children's gym each day, where children use age-appropriate fitness equipment, such as cross trainers. Staff also take children to the local park where children strengthen their muscles through playing on large climbing equipment.
- The manager is invested in supporting staff's continued professional development. Training is relevant and benefits the children greatly. For example, forest school trained staff lead daily sessions in the local woodland. Children develop their imaginations as they make fairy jars to attract the woodland fairies. Children learn about keeping themselves safe while they explore the natural environment. They can recognise a nettle plant and know that this will sting them.

- Staff have built a curriculum around the different areas of children's learning and development. They offer children opportunities and experiences which support the curriculum well. That said, at times, staff do not organise the environment in the best way to support children to maintain focus on their learning.
- Staff use appropriate behaviour management strategies to shape children's positive behaviour. Children are motivated to make a positive contribution through being awarded a place on the 'star'. Staff help children find the language that they need to resolve their own conflicts. For example, when children want the same toy, staff suggest: 'How about you ask your friends to share some more blocks with you?'
- Overall, the manager has established an effective key-person system, through which children's individual care and development needs are met by familiar staff. This benefits all children, especially those with special educational needs and/or disabilities. However, other staff do not always know the next steps in learning for the children that they are interacting with. This means that occasionally, children's individual learning and development are not extended as specifically as they could be during activities.
- Children are supported well to look after their own bodies. Staff remind children to drink water throughout the day. Children learn that cleaning their teeth is good for their oral hygiene. Staff provide healthy snacks for children each day, and children are involved in preparing the food that they eat.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are alert to relevant safeguarding considerations for the area in which the setting is situated. They make sure that children and families have access to the services that they need to keep themselves safe and well. Staff can recognise if a child is at risk of harm. They know what to do if they have a concern of this nature. The manager knows how to handle allegations made against staff, in the event that this happens. Staff use robust risk assessment processes to keep children safe. These include enhanced security measures to keep the premises secure, as the setting is located within a public building.

What does the setting need to do to improve?

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

- further develop the organisation of the learning environment to maintain children's focus on learning
- consider ways of sharing children's next steps in learning with all staff to maximise teaching opportunities throughout all activities.

Setting details

Unique reference number	253208
Local authority	Nottinghamshire County Council
Inspection number	10209061
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	2 to 4
Total number of places	30
Number of children on roll	50
Name of registered person	Papplewick Pre-School Committee
Registered person unique reference number	RP522853
Telephone number	0115 9634913
Date of previous inspection	20 September 2021

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 four at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school offers a breakfast club from 8am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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