

Inspection of Big Adventures Pre-school

West Walton Community Primary School, School Road, West Walton, Wisbech,
Norfolk PE14 7HA

Inspection date: 12 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a thoroughly enjoyable time in this pre-school. They form strong bonds with their key person and settle swiftly. Children show that they feel emotionally safe and secure. They are consistently praised for trying and for their achievements, which helps to build their self-esteem. They are forming firm friendships with others and play cooperatively. Children are supported to begin to resolve their own conflicts when they find it difficult to share. They know how to behave because staff act as strong role models and reinforce positive messages.

Children have a wealth of learning opportunities both inside and outside. They learn about the world around them. Children regularly visit the resident pigs and donkeys. They explore in the mini orchard, knowing that they need to water the lettuces, which they feed to the giant rabbits. Children are offered innovative experiences. In the 'tinker shed', they can investigate and work out how to use everyday items, such as a padlock and keys. They learn practical life skills and how to be independent. They have a go at doing things for themselves as they mix their own paint. Children learn how to handle scissors and other tools safely and practise using cutlery. Children learn to follow instructions and to put toys away when they hear the 'tidy-up song'.

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

- The established staff team is led and managed by an experienced and well-qualified manager. The management committee has a good overview of the pre-school. Parents' views are sought through surveys that leaders carry out. There is due regard for staff well-being. All staff receive good support to carry out their roles and have opportunities to attend a broad range of relevant training. They put what they have learned into practice when working with the children. For example, focused outdoor learning sessions are offered in the forest school, and children are supported to explore and to recognise their own emotions through mindfulness and yoga sessions.
- All staff show a genuine interest in the children and engage very well with them. Staff give children valuable opportunities to hear a wealth of language. They ask questions to help children to think critically, and model language well. They skilfully build counting opportunities into everyday routines and provide children with a broad range of opportunities to practise early writing skills. However, there is currently less focus on ensuring that more-able children are provided with ambitious challenge, so that they get to know and do even more.
- Children know how to handle books and learn that they are a source of information when comparing different insects. Staff make the good use of story books, often reading spontaneously. Staff tell stories with awe and wonder, capturing children's interest and imagination. Staff introduce props to further

engage and inspire children. Children are eager to join in. They practise speaking, recalling previous learning and remembering familiar phrases and rhymes.

- The special educational needs coordinator has a good overview of those children with additional needs. Children who are slower to speak receive focused support, which helps them to develop their speech and language. Well-informed decisions about the use of additional funding means that children benefit from enhanced sensory experiences and opportunities to learn about nature. For example, they find out about the life cycle of butterflies and observe an egg hatching in an incubator.
- Children have frequent opportunities to be physical. They are taught about making healthy choices. Children choose from a broad range of nutritious foods at snack time, which includes fresh fruit and vegetables. Staff support children to make healthy choices of water or milk to drink. Children get to grow and taste some produce that has been grown in the garden. Lunchtimes are social occasions, where staff model good table manners as they sit with the children.
- The manager and staff work closely with parents. Parents speak highly of the pre-school. Parents talk about the good practical support they have received, such as strategies for managing behaviour and support with toilet training. Parents have previously been provided with guidance on healthy packed lunches. However, this approach has not been wholly successful to ensure that healthy eating messages are consistently delivered to the children during their time at pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Those who are designated to lead on safeguarding matters have a secure knowledge and understanding of their role. All staff complete regular training. Staff have an up-to-date knowledge of safeguarding and are confident in identifying and reporting concerns about children's welfare, without delay. Policies and procedures are clear and accessible to all. Robust recruitment and selection procedures are followed when appointing staff. Staff hold appropriate paediatric first-aid qualifications and are confident in dealing with accidents to children. Children are taught how to take appropriate risks in a safe manner.

What does the setting need to do to improve?

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

- enhance the planning of the curriculum in order to consistently provide ambitious challenge, particularly for the more-able children
- work even more closely in partnership with parents in order to ensure that children receive consistent messages with regard to healthy eating.

Setting details

Unique reference number	EY561945
Local authority	Norfolk
Inspection number	10194207
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	36
Number of children on roll	53
Name of registered person	Big Adventures Pre-school Committee
Registered person unique reference number	RP905947
Telephone number	01945 580359
Date of previous inspection	Not applicable

Information about this early years setting

Big Adventures Pre-school registered at this premises in 2019. The pre-school employs six childcare staff, most of whom hold appropriate qualifications between level 3 and level 6. The pre-school is open during term time only, between 8am and 4pm. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection the provider 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 the evaluation of the provider.
- The inspector and manager carried out a tour of the setting to discuss and understand how the early years provision is organised and how the curriculum is delivered.
- The inspector observed staff interaction with the children inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She considered relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with the chair person of the committee and with staff at appropriate times during the inspection.
- The inspector spoke with a number 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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