

# Inspection of So Schools Out Loddon

Loddon Infant And Nursery School, Kittens Lane, Norwich NR14 6JX

---

Inspection date: 18 October 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Good

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

### **This provision meets requirements**

Children are supported to settle into the setting with ease. The manager meets with new children and their parents, and children receive resources to help them get to know other staff members. Children enthusiastically arrive at the setting and settle quickly, eager to play and unwind after their day at school. Staff warmly welcome children and know the children well. They talk freely with staff about their days and what is happening at home. Children follow the flexible routines and behave well. They have a firm understanding of the boundaries of the setting, which helps them to feel secure and safe.

Staff understand the impact that COVID-19 has had on the youngest children, and they help children to communicate and make friends with each other. Children play in groups and invite other children and adults into their play, negotiating roles and rules. They have fun when staff join them in their games outside. They independently access games and equipment, and children are confident to develop and direct their own play. Staff listen to children and respond positively to their ideas and suggestions. Children participate in learning and play opportunities which interest them and meet their needs. Children are becoming responsible and are helpful, getting involved in carrying resources outside and tidying away.

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

- Staff create a safe environment for children. They provide high-visibility caps for children who walk to the setting, and these are also worn on the field, so staff can quickly keep track of where children are. Staff register children as they arrive and leave and keep the setting secure. They give clear rules about safety to the children and supervise their play effectively.
- Staff gather other information they need to keep children safe, for example they collect information about their dietary needs. They make sure that the food they provide for children is healthy and balanced and that all children in the session have their dietary needs met. Staff support children to develop manners and socialise at teatime. They teach children how to use real knives and forks properly, helping them to develop their physical skills.
- Staff create positive partnership with parents and schools. They use effective methods to make sure that parents can communicate quickly with them. Staff record and share information with parents and the schools, so that any extra support can be provided, such as pastoral or financial support. Parents comment on the effectiveness of the communication and appreciate the information they receive. When parents arrive to pick up their child, staff share detailed information about their child's care.
- Staff provide lots of opportunities for children to play outside regularly. Children

play football, climb trees and use the trim trail on the school field. This helps them develop resilience and burns off energy at the end of the school day. Staff support children who prefer to draw or create by helping them bring resources outside, so that they are still part of the group. Staff follow children's interests, asking children about the activities they would like to participate in. Staff watch children play and actively join in. They roll hoops and play football with the children, who enjoy this interaction.

- Staff create a welcoming and interesting play environment indoors. They create displays and areas which support children's emotional well-being and remind them of boundaries. Staff sit with children to explore different play opportunities, such as construction, puzzles, drawing and reading. Staff make sure that the play opportunities are accessible to all children and provide a range of resources to challenge them.
- Staff keep up to date on all mandatory training. Staff on training courses receive the support they need to make progress and develop their skills and knowledge. Managers support the staff through ongoing supervisions. Leaders carry out monitoring visits to identify areas of strength as well as areas for development, for example they are considering developing the outside space and the experiences offered to children. The provider encourages managers to visit other settings in the chain to develop their knowledge and share best practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers follow safe recruitment procedures to ensure staff are suitable for their role. They update their safeguarding policies regularly. Staff attend regular training, and they have a solid understanding of potential signs that would concern them in relation to a child's safety and well-being. They know local issues that could potentially have an impact on children and families and talk to children about keeping safe online. Staff know how to respond to concerns and who they should share their concerns with, both inside and outside of the setting. The setting works closely with the schools to keep children safe.

## Setting details

<b>Unique reference number</b>	EY483943
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10233950
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	So Schools Out Limited
<b>Registered person unique reference number</b>	RP908183
<b>Telephone number</b>	01603 280454
<b>Date of previous inspection</b>	22 November 2016

## Information about this early years setting

So Schools Out Loddon registered in 2014. The setting employs four members of childcare staff. Of these, one holds early years qualifications at level 3 and one at level 2. The setting opens from Monday to Friday during school term time. Sessions are from 7.30am to 9am and from 3.15pm to 6pm.

## Information about this inspection

### Inspector

Tracy Joyce

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022