

Inspection of Shipdham Pre-School

Pound Green Lane, Shipdham, Thetford IP25 7LF

Inspection date: 28 February 2023

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 are happy and settled at the pre-school. They develop good relationships with all staff and look to them for support and reassurance. Children are confident to ask questions and ask for help when needed.

Children behave well. They share with each other and wait patiently for their turn. For example, when washing their hands for snack, children line up and wait patiently for a space at the sink. They take turns in the mud kitchen. They independently pour the water and move to allow the next child to have their turn. Children demonstrate respect for each other by joining the line and waiting. Older children support younger peers to use the water bowl effectively.

Children are encouraged to be independent throughout the day. They pour their own drinks, find their own belongings and put on their own coats and wellington boots. Children demonstrate that they have learned these skills and practise them regularly. They are helpful and follow simple instructions from staff. For example, when children are asked if they can clear away the plates after snack, they happily help the adult and show how proud they are of themselves. This promotes children's self-confidence and independence.

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

- Leaders have designed a curriculum based around the needs of the children who attend the setting. There is a strong emphasis on communication and language skills, as well as independence and preparation for school. Staff ensure that routines and regular activities at the setting support the curriculum. Children take part in daily singing and rhymes. They listen to stories and develop a love of books. Children are encouraged to be independent throughout the day and older children are confident to meet their own personal needs. This includes, for example, toileting, eating and getting themselves dressed.
- There is an effective key-person system in place. Children demonstrate strong attachments to staff and look to them for support and reassurance. Staff know the children well and they observe and plan effective next steps in learning for their key children. This means that children continue to develop and extend their current knowledge, making good progress in all areas of learning. All parents receive regular communication and feedback regarding their children's learning and development at the setting. However, home learning is not consistently supported.
- Staff provide children with a language-rich environment. When children talk about driving too fast, staff reply and introduce the word 'extremely'. They encourage children to talk and introduce new vocabulary through conversations. This gives children the knowledge to extend their communication skills further.

- Outdoors, children explore the large garden area and use the climbing equipment to develop their large-muscle skills. They balance along beams and experiment by walking backwards, supported by an adult. Children learn to take appropriate risks and develop an understanding of staying safe.
- Staff quickly recognise children's needs and can identify children who may need additional support. They work closely with parents to support children, gather evidence and make appropriate referrals when needed. Therefore, children receive appropriate support to help them achieve and develop to their full potential.
- Staff encourage children's communication and language skills and understand the importance of early literacy. They provide children with regular singing and rhyme sessions during group times. Staff encourage children to join in with stories. They engage children by talking about the pictures and asking questions such as, 'What do you think will happen next?' Children respond with ideas and develop an understanding and love of books.
- Leaders are passionate about the setting and the care they provide for children. They carry out regular supervision meetings with staff to reflect on their practice. Staff are given time to discuss any concerns they have. Managers focus on enhancing the setting. For example, staff are currently attending forest school training to make better use of the outdoor area. However, leaders do not consistently identify areas of weakness. This means that staff do not always attend specific training to further develop their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate that they have a good understanding of their safeguarding roles and responsibilities. They are confident in identifying signs that may mean children are at risk of harm. Staff confidently discuss the procedures they follow if they have concerns about a child. The manager ensures that policies are kept up to date and that contact information for the local authority is clear and easy to find. All staff have a good knowledge of wider safeguarding issues such as county lines and the 'Prevent' duty. Staff know what procedures to follow if they have concerns about another member of staff.

What does the setting need to do to improve?

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

- further develop home learning opportunities to enable parents to fully support their children's learning at home
- strengthen supervision to identify areas of weakness and tailor training to raise the quality of teaching to a higher level.

Setting details

Unique reference number	2618962
Local authority	Norfolk
Inspection number	10276062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	30
Name of registered person	Shipdham Pre-School
Registered person unique reference number	2618960
Telephone number	01362822062
Date of previous inspection	Not applicable

Information about this early years setting

Shipdham Pre-School registered in 2021. The pre-school employs three members of childcare staff. All staff hold an appropriate early years qualification at level 3 or above. The pre-school opens from Monday to Friday, during school term-time. Sessions are from 9am to 3pm, with wrap around care being provided from 7am to 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This is the first routine inspection the pre-school 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Parents shared their views of the setting with the inspector.
- 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 observed the interactions between the staff and children.
- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023