

Inspection of Snowy's Nursery And Pre-School

2 Braydeston Avenue, Brundall, NORWICH NR13 5JX

Inspection date: 8 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop friendships with each other and form strong bonds with staff. They confidently approach staff for a reassuring cuddle. Those who are new to the setting are sensitively supported to separate from parents and given time to settle. Children know and follow the routines of the day. They select their name card on arrival, settle on the carpet for group time and keenly line up to go outside to play. Children show real independence as they put on their coats and have a go at doing up the zip. They relish taking on extra responsibility to lay the table when it is their turn to be the nursery helper. Children are encouraged to explore their own feelings and take care of each other and their environment. They are praised by staff, which builds their self-esteem. Overall, behaviour is very good.

Staff plan and deliver a rich and varied curriculum to meet children's needs. Activities are attractively presented to capture and sustain children's interest. Younger children explore the texture of soil as they use tools to dig real vegetables. They practise physical skills as they negotiate low-level beams. Older children use a compass to explore the direction of north. They count, calculate and measure in the role-play building site and operate tills as they 'sell' real flowers in the role-play florist. Children design their own unique creations, such as a snake hotel, using play dough and other materials. Others learn how to follow instructions as they use programmable toys.

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

- Since the last inspection, management arrangements have been strengthened. The management team and staff, with local authority support, have made significant improvements to the planning and delivery of the curriculum in order to enhance children's learning experiences. Staff receive effective supervision and feedback to continually improve. They have regular opportunities for professional development. There is focus on staff well-being, and morale is high. The management team reviews and evaluates what is on offer. There are clear plans for even further improvement.
- Staff get down to the children's level. They build children's communication and language skills through effective questioning and meaningful discussions. Staff use repetitive themes to help children consolidate their learning. For example, children explore the weather and talk about the days of the week before singing their daily song. Younger children make their own nursery rhyme choices. They pick a wooden spoon with the corresponding character and join in with refrains from their chosen song. Staff provide commentary, repeating words that children use, to support their correct pronunciation.
- Children develop a love of literacy. Older children use factual books to research information about the different continents wild animals derive from. Children

select headphones and freely create their own pictures as they listen to stories. Staff read books to all children with animation, capturing children's attention as they wait to find out what happens next.

- Staff use observation and assessment effectively. Where further or external support is needed, the nursery's special educational needs coordinator (SENCo) is swift to put support plans in place and work in partnership with other professionals. However, individual support plans require further development. In addition, staff working with children with special educational needs and/or disabilities (SEND) do not yet have good skills to fully support these children to make the best possible progress.
- Children benefit from experiences that further enhance their knowledge of the wider world. They plant, grow and harvest vegetables in the garden. They take part in regular physical, music and yoga sessions. Parents, as well as 'people who help us', visit to share their experiences. In addition, the local community links are strengthened when staff and children take trips out into the village, such as to the church and local care home. Staff work closely with the local village primary school to support transitions.
- Parents feel well informed about their children's progress. Staff implement a range of successful strategies to involve parents in their children's learning. For example, staff provide 'ask me' stickers to prompt parents to ask their children about their day. They provide beans for children to take home to grow and measure and a teddy and storybooks for parents to read with their children at home.

Safeguarding

The arrangements for safeguarding are effective.

The management team has a good understanding of how to support children's welfare. The designated safeguarding lead has a secure knowledge of safeguarding and ensures that all staff receive mandatory safeguarding training and that their knowledge remains up to date. There are robust safeguarding procedures, which all staff follow and understand. Staff are confident in identifying and reporting any concerns about children's welfare. Robust safe recruitment and vetting procedures are followed to ensure staff working with children are suitable. Children are kept safe, as staff supervise them well.

What does the setting need to do to improve?

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

- support staff to implement children's individual support plans in order to more swiftly close any gaps in learning
- support staff to further enhance their knowledge and skills in order to help children with SEND make the best possible progress.

Setting details

Unique reference number	EY405395
Local authority	Norfolk
Inspection number	10242926
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	43
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	26 April 2022

Information about this early years setting

Snowy's Nursery and Pre-school registered in 2010. The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications between level 2 and level 4. 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 Mondays and Tuesdays. The nursery provides funded early 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 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, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector, the nursery manager and the business manager. The inspector sampled relevant documentation, including evidence of staff suitability.
- The inspector held discussions with a number of staff, including the 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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