

# Inspection of Shrewsbury Prepatoria Limited

1 Park Plaza, Battlefield Enterprise Park, Shrewsbury, Shropshire SY1 3AF

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Inspection date: 24 August 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children receive excellent care and education. They are safe and secure in this stimulating, meticulously planned provision. Staff warmly welcome children and parents into the setting on arrival. Children confidently access a wide range of high-quality resources, inside and outdoors, that promote development in all areas. They are incredibly happy and content. Babies proudly take their first steps while staff offer support and encouragement. Toddlers giggle as they crawl into play tunnels, meeting their friends in the middle. They experiment with the sounds they can make, listening to their voices echoing back as they play. Older children are absorbed in their learning as they make dough in the garden. They explore the different textures and talk enthusiastically to staff about what they are doing.

Children's behaviour is exemplary. They listen, take turns and show respect to staff and their friends. Leaders and staff review and update the behaviour policy regularly. They take account of the individual needs of the children attending. They recently updated the policy with a 'two-minute wander' where staff take children on a walk to help them to self-regulate.

Communication and language is a key focus area. Staff share a wide range of songs and rhymes with children as they play and during routine times. Children enjoy joining in with actions and musical instruments. Staff understand children's verbal and non-verbal communication. Babies put their thumbs up to show they are happy and understand what is being asked. They call staff names to invite them into their play and look to them for reassurance when unsure. Staff regularly screen all children's communication and language. They take swift action to close any gaps and ensure every child is supported to make rapid progress.

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

- Children access a wide range of books. Babies babble when they share story time cuddles with their key persons. Toddlers listen intently during small-group story time sessions. Children independently look at books in cosy dens outdoors with friends. This helps to build children's vocabulary and love of books.
- Leaders and staff recognise the impact that COVID-19 has had on children's personal, social and emotional development. Staff carefully plan activities to support children in these areas. For example, older children listen and follow instructions, working as a team as they play parachute games. They laugh as they run underneath and observe how the static makes their hair stand on end. Staff provide role-play resources that enable children to act out familiar events. Babies chat on play phones. Toddlers pretend to be doctors as they play with stethoscopes and pretend to give vaccinations to make their friends better.
- Children with special educational needs and/or disabilities are fully supported.

Staff rigorously assess children's development and highlight any areas of concern. The special educational needs coordinator works in partnership with staff, parents and other professionals to ensure children receive swift intervention.

- Nurturing key-person relationships ensure children feel safe and secure. Individualised settling-in sessions provide time and opportunity for staff to get to know children well and build strong working relationships with parents. Staff know children's starting points and interests. They carefully plan activities to build on what children already know and can do.
- Staff create a relaxed atmosphere in the nursery. The familiar routine provides children with a sense of security in knowing what to expect next. Babies react excitedly when they see the lunch trolley arrive. Toddlers know they need to wash their hands before mealtimes. All children settle down quickly for an afternoon rest following a busy morning's play. Staff dim the lights, play soothing sounds and ensure safe sleep procedures are always followed.
- Staff encourage children to become increasingly independent. Babies collect their own coats and shoes as they get ready to go outside. They happily help staff to find the shoes of their younger peers. Toddlers pour their own drinks and use tongs to serve their snacks. Older children help to clear their own plates after mealtimes. Furthermore, when children are ready, staff support children with toilet training, including providing information and advice packs for parents.
- Parents speak highly about the provision. They say it has an aura of calm and happiness. They talk about professional, patient, caring staff, who keep them fully informed of their children's learning. Parents describe how their children squeal with excitement when they arrive each morning. At the end of the day, children greet parents with smiles and tell them about their day with their friends. Parents state their children are ready and confident for their next stage.
- Leaders and managers have exceptionally high standards and continually strive to enhance the provision. They actively seek and listen to the views of children, parents and staff. They create development plans for the provision each year with staff and work towards these together.
- Leaders and managers place great importance on recruiting and retaining staff that share their values. They provide staff with collaboration time each day to reflect and evaluate the service they offer. All staff talk about high levels of support for their health and well-being and a good work-life balance.

## Safeguarding

The arrangements for safeguarding are effective.

The provision is safe and secure. All staff complete risk assessments to help minimise risk. Leaders and managers have robust recruitment and induction procedures in place. They complete regular supervision of staff to ensure they continue to be suitable to work with children. All staff have a secure understanding of the signs of abuse and procedures to follow if they have any concerns. Leaders and managers monitor children's attendance.

## Setting details

<b>Unique reference number</b>	EY542606
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10305458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Shrewsbury Prepatoria Limited
<b>Registered person unique reference number</b>	RP910207
<b>Telephone number</b>	01743 460 199
<b>Date of previous inspection</b>	21 February 2018

## Information about this early years setting

Shrewsbury Prepatoria Limited registered in 2016. The setting employs 11 members of staff. Of these, one holds a level 6 qualification with qualified teacher status, one holds level 5 and seven hold level 3 qualifications. Two members of staff are unqualified. The setting opens from 8am until 6pm Monday to Friday, for 50 weeks of the year. It provides care and education for children aged from birth to three years, including funded early education for two- and three- year old children.

## Information about this inspection

### Inspector

Sharon Wilcox

## Inspection activities

- This was the first routine inspection the setting 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 the evaluations of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- Children 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 about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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