

# Inspection of North Wootton Pre-School

Priory Court, 55 St Augustines Way, South Wootton, Kings Lynn, Norfolk PE30 3TE

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Inspection date: 9 January 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The quality of education that children receive is variable. Through their interactions with children, staff show that they understand how to support children's learning and development. However, staff's time is often spread too thinly for children to receive consistently good levels of attention. As a result, there are times during the day when children are not well supported to learn as they play. At these times, the noise levels increase, and this makes communication difficult.

Managers devise a curriculum which they intend to help children gain key knowledge and skills through learning about a wide variety of topics. However, this is not consistently well delivered to help children make good progress. Leaders and staff understand the importance of helping children gain strong communication skills. When staff chat with children they introduce new language to them, helping to develop children's vocabularies. Children participate in group times and they enjoy singing and sharing stories. However, children's concentration levels vary at times when there are too few adults available to support them. Staff are good role models and this helps children develop positive social skills. For example, they kindly invite their friends to join in their play. Older children proudly help others as they take their turn in collecting up the plates and cups after snack time.

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

- Leaders have revised their safeguarding practice after an incident when they did not respond appropriately to concerns raised about staff practice. Those with responsibility for safeguarding now show that they fully understand when and how to follow the procedures of the local safeguarding children's board to ensure children's safety. Furthermore, staff understand what to do if they have concerns about an adult working with the children.
- Leaders do not always ensure that staffing arrangements are sufficient to offer enough support for children's learning. This is, in part, due to staffing issues which have left the pre-school working with fewer staff than managers consider ideal. This affects the frequency of interactions for children when they play and learn in groups and those children who need higher levels of individual support to help them to make strong progress.
- Despite staffing challenges, staff carefully support new children to settle in. They speak with parents about what children already know and can do. Staff invite parents to help children settle in and use this time to get to know what interests children. Staff give new children extra time and attention. This helps children to feel confident to explore and familiarise themselves with the pre-school.
- Leaders and staff prioritise children's health and safety. They ensure that appropriate procedures are in place to keep children safe and secure. For example, they very carefully manage children's arrivals and departures to ensure

that children cannot leave the premises unattended.

- Staff identify where a children may have special educational needs and/or disabilities (SEND). Leaders work with parents and other professionals to identify ways to support children during their time at the pre-school. However, they do not always swiftly and effectively ensure that the plans they put in place to support children reflect the most recent advice and guidance from other professionals. This affects the rates of children's progress in key areas of their learning from their individual starting points.
- Leaders ensure that staff complete essential training. However, overall the programme for supporting staff, including leaders, to further develop their understanding of how to help children in the early years to thrive, is not well established. This affects how well staff can continuously improve the quality of their interactions and children's education.
- Staff share information with parents about their child's day. Leaders have identified ways to strengthen partnerships with parents, for example, by ensuring that all parents know who their child's key person is. Leaders also provide opportunities for parents to come into the pre-school for planned days a few times a year, so that they can join in alongside activities with their children.
- Children have daily time outside for fresh air and exercise. They enjoy riding on bicycles and using a climbing frame. Children join in a challenge set by staff to fill a big container with leaves. Staff ensure that there are plenty of resources to go around, meaning that all children can join in and have a go.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve staffing arrangements, including how staff are deployed, to provide higher levels of support for children's learning	27/02/2024
ensure that the learning of children with SEND is consistently supported by delivering well-written support plans.	27/02/2024

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

- support staff to raise the quality of teaching through more focused professional development.

## Setting details

<b>Unique reference number</b>	254197
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10324455
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	North Wootton Pre-School
<b>Registered person unique reference number</b>	RP517387
<b>Telephone number</b>	01553 675761
<b>Date of previous inspection</b>	13 May 2019

## Information about this early years setting

North Wootton Pre-School registered in 1992 and is run by a committee. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school term time only. Sessions run from 8am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Children spoke to/communicated with the inspector during the inspection.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents and carers during the inspection and took account of their views and reviewed written feedback.
- The inspector carried out a joint observation of group activities with the manager.
- Staff spoke to the inspector during the inspection.

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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