Inspection of Arden Grove Pre-School

Arden Grove First School, Arden Grove, Norwich, Norfolk NR6 6QA

Inspection date:	14 October 2024

Overall effectiveness	**Requires improvement**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
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

Weaknesses in the leadership and management means that Ofsted have not received the necessary information to carry out checks on all committee members. However, they do not have unsupervised contact with children or have sole responsibility in making decisions that affects children's well-being. Staff greet children and families with genuine warmth and affection as they arrive at this community pre-school. They work diligently to provide a very harmonious and purposeful atmosphere where children feel safe, settle quickly and soon become deeply involved in their self-directed play.

Staff deliver a curriculum that teaches children how to cooperate and take turns. Children happily discuss with their friends their plans for playing with toys such as the train track. When they disagree or accidently upset each other, children use the skills that they have learned to resolve their difficulties and continue happily with their play.

Children have constant access to the large, excellently equipped outdoor area, playing and exploring in all weathers. They enjoy spending time in the outdoors with children and teachers from the on-site school nursery, which helps prepare them for further transitions, including to school.

Staff are very attentive and make careful assessments of what each individual child needs to progress. When children need additional support, staff work diligently with parents and others to ensure that children receive the help they need to continuously grow in confidence and skills. All children make progress and become engaged, curious learners.

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

- The provider has not ensured that Ofsted have been provided with all the necessary information to complete the required suitability checks on all members of the governing body. Although this is a breach of requirements, the impact on children's well-being is negligible because they do not have unsupervised access to children.
- Staff well-being is high. New staff receive supportive induction that enables them to become familiar with the provider's curriculum intention and confident in their role. The provider implements effective supervision and regular monitoring of staff, through measures such as peer-on-peer observations. Staff state that they find these, and regular team discussions, valuable for improving teaching skills and creating a mutually supportive team.
- Children benefit from many opportunities to develop their physical skills. They carry and climb on crates to pour water down the water wall, they cut and

butter their toast and develop their ball skills through shared games. They develop excellent control of their bodies in preparation for later activities such as sport and writing.

- Parents say how impressed that they are with the lengths that staff go to to help to settle their children. They feel very well informed as staff use a variety of methods to involve them in their children's learning. Where children attend other childcare settings, staff strive to work with them to share important information about children. Staff share what they know about their key children and implement common strategies that ensure children consistently receive the support that they need to settle and progress. This ensures a consistent approach to children's development.
- Staff foster a love of words and stories. They read frequently to children, drawing their attention to pictures and stories. They help children to consider what characters are thinking and feeling. Children frequently pick up books to read independently and gleefully practice any new words that they have heard as they play. Staff's questioning of children is sensitive and encourages them to express their opinions. Children quickly develop in confidence to communicate their ideas, wants and needs.
- Staff carefully plan routines, such as snack time, to enhance children's independence. They focus successfully on this area of children's learning. Planning and deployment of staff at these times does not successfully extend learning to build on children's conversations or help them notice the mathematical shapes they make when cutting their toast.
- Staff regularly introduce new and interesting activities, such as exploring the inside and outside of pumpkins. They are keen to expose children to a wide range of experiences. Sometimes, they do not fully consider how to introduce these experiences or use them to deliver the curriculum intentions. This results in children occasionally becoming unusually unfocused and disruptive.

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:

	Due date

ensure that Ofsted is provided with all the necessary information to enable them to carry out the required suitability checks on all members of the governing body.	29/11/2024

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

- support staff to develop regular activities in order to build on children's knowledge and understanding across the curriculum
- help staff to plan the introduction of new activities and experiences in order to enhance children's focus, engagement and learning.

Setting details

Unique reference number	EY292310
Local authority	Norfolk
Inspection number	10354993
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	20
Number of children on roll	42
Name of registered person	Arden Grove Pre-School Committee
Registered person unique reference number	RP517391
Telephone number	01603 482315
Date of previous inspection	14 November 2018

Information about this early years setting

Arden Grove Pre-School registered in 2004. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Terrie Simpson

Inspection activities

- The manager talked to the inspector about their provision and curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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 2024