

# Prepcare LLP

Birchfield School, Harriotts Hayes Lane, Albrighton, Wolverhampton, West Midlands, WV7 3AF

<b>Inspection date</b>	15/01/2015
Previous inspection date	29/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The management and staff demonstrate a good understanding about how to promote children's learning through good teaching strategies. As a result, children are progressing well towards the early learning goals.
- Partnerships with parents and carers are supported well through good two-way exchange of information, which ensures all parties work together to meet children's individual needs and interests. Partnerships with other professionals and providers are very effective.
- Children develop strong emotional attachments with their key persons. They are well behaved and become resilient as they learn to share and take turns and they develop strong friendships with the other children.
- The self-evaluation process includes all stakeholders, which ensures that improvements bring about effective changes for the children. Supervision and monitoring of staff performance are effective. Safeguarding children is a priority within the nursery at all times.

### It is not yet outstanding because

- Staff provide fewer opportunities to extend older children's interest in books as these are not easily accessible at all times.
- Staff do not always maximise opportunities to extend babies' large physical skills through the use of accessible and suitable equipment.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at a range of documents, such as the attendance registers, risk assessments, self-evaluation records and the provider's improvement plan, evidence of staff suitability and qualifications, the complaints log and a range of policies and procedures.
- The inspector observed activities in all indoor and outdoor play areas used by the children.
- The inspector conducted two joint observations with the manager, held meetings with the manager and discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full report

### Information about the setting

Prepcare LLP was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three provisions managed by a private company and is situated in purpose-built premises on the site of Birchfield School in the Albrighton area of Shropshire. The nursery operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 18 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, including one with Early Years Professional status. Additionally, one holds an early years qualification at level 4 and 13 hold level 3. The nursery opens from Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 103 on roll, 91 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance older children's interest in books, for example, by displaying these in an attractive and more accessible way, so that their already good skills in literacy are further supported
- extend opportunities for babies to be more physically active, for example, by extending the range of equipment available to them to climb and balance on, so that their already good physical skills are further enhanced.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The management and staff have a thorough understanding of how children learn and develop. They work well as a team to make sure the learning and development requirements of the Early Years Foundation Stage are met. As a result of good teaching and good use of space, resources and equipment, children are progressing well towards the early learning goals. Staff make sure that children's previous learning is recorded through discussions with parents and other providers so that starting points identified are secure from the start. Staff identify children's ever-changing interests and include these in the planning of activities. For instance, children's interest in the outdoors and nature is effectively supported as children explore the forest school area supported by a trained member of staff. This supports children's individual learning styles and engages their interest in a broad variety of activities. Here, children use their listening skills to identify

sounds, such as the birds tweeting in the trees and the rustling leaves in the wind. Staff encourage children's critical thinking as they ask them what the birds might use to build their nests and support them to search out natural resources to build their own nests. Staff also encourage children's investigation and exploration and use spontaneous opportunities to develop their emerging interests. For example, children find insects and slugs, look at them and talk about them with their friends and the staff, putting them back carefully. Children also look for other insects as they explore the bug hotel and talk about their findings. The staff provide tools and equipment in these areas so that children can be imaginative as they play in the mud kitchen. They mix dirt with leaves and twigs, making their own concoctions as they role play. This promotes children's learning during child-initiated and adult-guided play times. These types of activities encourage children's communication, language and physical skills and help to develop their understanding of the world around them.

Children develop their physical skills as they explore the playground areas. Here, children run and chase their friends, ride around on their tricycles and practise their throwing, catching and kicking skills with a variety of balls. They explore mathematics as they count the hopscotch numbers on the ground with the staff. Staff take the babies for walks in their pushchairs across the fields and encourage them to feel the wind on their faces, notice the leaves and trees blowing in the wind and pick up sticks and leaves to add to their treasure baskets. Babies are also supported by the staff as they begin to stand and cruise, developing their skills and independence. These types of activities support the younger children's physical development over time. However, the babies have fewer opportunities to develop their climbing and balancing skills as resources to support them are not always accessible. Consequently, babies are not always fully supported at all times by the staff to further enhance their already good physical skills. All children enjoy story time and help themselves to books. To support children's interest in books further they visit the on-site school library to choose books that interest them. Older children have access to a broad range of story and reference books, which supports their literacy skills. This also helps children's readiness for the next stage of their learning, including school. However, the staff do not always display these in an exciting and inviting way. For instance, the books are stored flat and on top of one another, which at times makes it difficult for children to make informed choices and find what they are looking for. All children enjoy exploring and making marks as they paint and draw their own pictures. They investigate and express themselves as they cut, glue and stick to make models and collages, which are displayed for the children in their play areas. This gives children a sense of belonging to their nursery.

The key-person system in place is effective. For example, key persons observe children and identify their stage of development and their interests so that their needs are met. Children's next steps in learning are identified through the use of guidance documents to make sure these are clear and relevant. Children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported by their key persons and suitably trained senior members of staff. This ensures inclusion throughout the nursery. Additionally, children's progress is effectively tracked. The management monitor and oversee this. As a result, any gaps in children's learning are identified and closed. Staff caring for toddlers discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for

their progress check between the ages of two and three years. Parents are invited to attend meetings with their child's key person and have free access to their child's learning journal documents and add their comments to these. This helps parents to know how their child is learning and also helps them to further support their child's learning at home. Consequently, partnerships with parents are strong.

### **The contribution of the early years provision to the well-being of children**

Staff spend quality time with children, which supports their emotional attachments. They meaningfully praise children, which enhances their positive behaviour. Strategies for supporting children's transitions are good. For example, key persons share information about the individual child and support them to settle into their next base room. Older children are developing their readiness for school as they have their lunches with the Reception class children and teachers in the school hall. The communication between the nursery, other settings and school ensures that all children's needs are met. As a result, children become ready for the next phase in their learning and school.

Children develop a healthy lifestyle. They enjoy daily access to the outdoors where they take risks in their play as they practise their skills using large equipment and run around in the fresh air. Children are provided with a healthy balanced diet which includes meat, fish vegetables and fruits. They independently wash their hands before eating and after toileting. Their independence is further fostered as they make choices from the resources around them and have a go at dressing themselves in their rainwear ready for forest school play times. Staff remind children about being careful when using equipment. They include children in practising the evacuation procedures of the setting. Additionally, children learn about crossing the road safely on outings. As a result, children learn about their own personal safety.

### **The effectiveness of the leadership and management of the early years provision**

Management and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, the staff make sure all areas indoors and outdoors are safe and suitable before the children arrive each day. They also assess any risks to children with regard to their outings off the premises. Consequently, children are kept safe and well. Also, the children are closely supervised by the staff at all times to ensure their ongoing safety throughout the day. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. All staff attend safeguarding children training and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. The safeguarding policy in place includes a clear procedure to follow in the event of an allegation against a member of staff. The staff are fully aware of the whistle-blowing policy in place and know what to do should they have any concerns about anyone visiting the nursery. There is a clear policy on the use of mobile phones and cameras within the nursery. Notices are displayed to remind parents and visitors of these procedures.

Policies and procedures are made available to all parents so that they are kept up to date

with all aspects of the service provided. The recruitment procedures in place ensure that all staff are suitable to work with children. This includes an effective induction procedure to ensure all new staff become effective and competent as key persons. The monitoring of the teaching and learning programmes within the setting is effective. As a result, children's learning and developmental pathway is fostered appropriately and their individual needs are met. For instance, the manager and senior members of staff spend time observing staff practice and provide individual feedback through rigorous supervision so that their practice continues to improve over time. This helps to motivate the staff and enhances their positive attitude. Staff are well qualified and attend ongoing training to further enhance their already good awareness of how children learn and develop. The continuing targeted programme for the professional development of all staff ensures their effective knowledge and understanding. The self-evaluation processes in place are good and include input from the provider, senior management, the staff, parents and children. Areas for continuous improvement are identified on an ongoing basis.

There are strong partnerships with parents and other providers and professionals. This means that all parties work together to support the needs and interests of each individual child. Parents are provided with an array of information about their child's care and their learning and developmental progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY311069
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	992054
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Prepcare LLP
<b>Date of previous inspection</b>	29/05/2012
<b>Telephone number</b>	01902 375611

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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