

Inspection of Oswestry School Prepcare Nursery

Bellan House School, Oswestry SY11 2ST

Inspection date: 9 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children smile as they are greeted by familiar staff. This enables children to separate confidently from their parents. Staff know the children and their families well and use these partnerships to meet the individual needs of the children. Children form strong bonds with staff, particularly their key person. This helps children feel secure and supports their overall emotional well-being.

The management and staff work closely together to create a unique and varied curriculum. They engage sensitively with children as they play. Staff promote the development of key skills as children make their way through their learning journey. All children show elevated levels of engagement, from younger children who excitedly laugh while they press the keys of the keyboard, to older children painting their very own piece of art. Staff have high expectations of children's behaviour, and children consistently behave well.

Staff are positive role models and never miss an opportunity to praise a child's achievements or behaviour. They treat children with kindness and are quick to respond when children may need a cuddle. Staff encourage independence from an early age. Younger children are encouraged to wash their own hands ready for lunch, and older children put on their coats when getting ready to go outside.

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

- Leaders are enthusiastic about providing quality care and education for all children. They have good oversight of the strengths of the setting and what areas they want to develop to further support children's outcomes. For example, through discussion and seeking further guidance, leaders are developing safer sleeping practices for the youngest children, further promoting children's health and well-being.
- Leaders and staff have developed an effective planning and assessment system. As a result, staff are confident and plan effectively. All children are provided with support that reflects their individual needs. Staff's practice is monitored by way of ad hoc and planned observation and supervision opportunities. Staff take part in an annual appraisal where areas for development are identified.
- Leaders work positively with outside agencies to ensure children with special educational needs and/or disabilities (SEND) receive individualised support at the earliest opportunity. Staff ensure children with SEND are included fully in all activities and experiences. Leaders spend additional funding effectively to further enhance their provision and provide additional support to meet individual needs.
- Leaders have embedded a robust key-person system. Staff know the children well and provide a range of learning opportunities that support individual next steps. They use varied resources to promote children's skills in all areas of the

curriculum. For example, younger children use sit-on bikes and cars to scoot around, developing their large-muscle skills as well as their coordination. Indoors, older children use hand-eye coordination to skilfully hammer golf tees into a pumpkin. Staff are skilled at extending children's learning and introduce concepts such as space, position and counting.

- Staff are good role models and support children during play and mealtimes. For example, younger children are supported by staff to 'scoop' their food onto their spoon and pour their preferred choice of drink. This enables children to practise lifelong skills for their future. However, staff do not always provide older children with the same opportunity. Children are not encouraged to be independent and carry out routine tasks that they are capable of doing.
- Staff support children's positive behaviour and act as good role models. Older children receive rewards for acts of kindness, which are displayed on their 'kindness tree'. Children's behaviour is good. However, at times, staff do not organise lunchtime routines effectively, which increases children's waiting times. Some children lose focus and become distracted.
- Staff provide a language-rich environment. Staff promote communication and language through play. For example, younger children benefit from staff narrating what children are doing and modelling single words. Older children benefit from staff providing the opportunity to learn the life cycle of a pumpkin. Staff introduce new vocabulary, such as 'stem', 'rind' and 'pulp', while asking open-ended questions.
- Parent partnership is strong. Leaders and staff are passionate about building meaningful relationships with families. The parents speak highly of the setting, especially the staff.

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

- consider the organisation of mealtimes in pre-school to minimise long waiting times
- develop pre-school children's independence skills even further at mealtimes by allowing them to manage tasks they are capable of completing themselves.

Setting details

Unique reference number	EY539553
Local authority	Shropshire
Inspection number	10366702
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	69
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Telephone number	01691661931
Date of previous inspection	22 February 2019

Information about this early years setting

Oswestry School Prepcare Nursery registered in 2016. It is one of five nurseries operated by the same provider. The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate qualifications at level 2 or above, including the manager who holds a level 4 qualification. The nursery opens all year round, from 8am until 6pm, Monday to Friday, except for bank holidays. The provider receives funding to provide early years education for children over nine months.

Information about this inspection

Inspector

Donna Bessant

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documents.

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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