

Inspection of Arden Grove Pre-School

Arden Grove Infant and Nursery School, Arden Grove, Norwich NR6 6QA

Inspection date: 3 July 2025

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff greet children with a smile, as they welcome them into the pre-school. Children separate from their parents/carers with ease and settle quickly into the calm, learning environment. Children form warm, trusting relationships with their key person and all other staff. Children feel a sense of belonging and some close friendships with the other children are evident.

Leaders and staff provide a well-planned curriculum that supports children's development across all areas of learning. Staff know the children very well. They use regular observations and assessments to identify children's next steps in learning. Staff use their knowledge of the children to ensure that children's interests are reflected in what is on offer. Children have opportunities to make their own choices, as most resources are accessible. In addition, staff encourage children to take part in planned creative activities, exploring with paint, gloop, water, and other natural materials. Children are motivated, curious and enjoy learning through play. They have equally good opportunities to spend time outdoors in the fresh air or under the all-weather canopy, as well as in the indoor area.

Staff support children's emotional well-being very well. Children learn to manage their own feeling and emotions and respect others through routines, stories, and discussions. Children learn to respect each other and their environment because staff act as very good role models. Behaviour is consistently good.

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

- The action raised at the last inspection has been addressed. Ofsted has been supplied with all necessary information to enable them to carry out suitability checks on all current members of the governing body. The pre-school is well led. Staff's wellbeing is valued. They receive effective supervision and peer to peer support. They are encouraged to undertake further training and professional development and to use new knowledge gained to further improve their practice.
- Children benefit from a language-rich environment. All staff provide commentary about what they are doing. They hold interesting conversations and pose questions to extend knowledge. Staff give children time to think and respond. Staff play with word sounds, using rhyme and alliteration. They consistently look for opportunities to introduce new words to the children. For example, naming the different types of melon and explaining the differences between a 'cantaloupe' and 'honeydew'.
- Staff are swift to identify and support those children with special educational needs and/or disabilities (SEND). The staff welcome support from other professionals and have some strategies in place to close gaps in children's

speech and communication development. However, these are not yet securely embedded, to ensure that those children who are slower to speak make as much progress as possible.

- Children enjoy varied and nutritious snacks, such as a fresh fruit and crumpets. Children are eager to join the snack bar, as this is a lovely social occasion. They learn how to safely cut up fruit, using child-friendly knives. They competently butter their crumpets, taking great care when placing them on their real china plate and joining their friends at the table.
- All children are supported to be independent. They learn and practise the key skills needed for when they transition to nursery or on to school. Children learn how to wash and dry their hands. They choose the correct recycling bin for the paper towel. Children learn to take off their shoes and how to place their socks in them, so they do not get lost. Children confidently select and handle scissors safely. They learn to follow instructions and put toys away, once they have finished playing with them.
- Parents are highly complimentary of the care and education their children receive. Staff ensure parents are well informed about their children's learning and development. They make effective use of an online application and provide parents with regular updates. This includes how parents can support their children's learning at home. They describe the staff as 'nurturing' and 'fantastic'.
- Overall staff demonstrate effective teaching techniques. Staff use recall effectively to embed previous learning, as they explore number, shape, pattern, and colour. Staff extend children's learning as they skilfully weave in mathematical language and counting into children's play. Children snuggle up to staff as they read story books with animation. However, routine group story and singing times are not so well planned and delivered, in order that children receive consistently rich learning opportunities.

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:

- support staff to deliver well-planned, rich learning experiences, particularly for children who are slower to speak, so that they have good opportunities to practise their listening and speaking skills
- review and enhance the planning and delivery of adult-led group sessions, such as story and singing, in order to ensure that these best meet the needs of the children attending.

Setting details

Unique reference number	EY292310
Local authority	Norfolk
Inspection number	10372753
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	36
Name of registered person	Arden Grove Pre-School Committee
Registered person unique reference number	RP517391
Telephone number	01603 482315
Date of previous inspection	14 October 2024

Information about this early years setting

Arden Grove Pre-School registered in 2004. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50am. The pre-school provides funded early education for children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector viewed the provision and discussed the early years curriculum with the pre-school supervisor.
- 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 spoke to staff during the inspection.
- The inspector and the pre-school supervisor carried out a joint observation of an activity.
- The inspector held a management meeting with the supervisor and the special educational needs co-ordinator.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a number of parents and took account of their views.

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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Piccadilly Gate
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