

# The Little Normans Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	257938
<b>Inspection date</b>	28/05/2010
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Northwold Pre-School, Fendick Field, School Lane, Thetford, Norfolk, IP26 5NB
<b>Telephone number</b>	01366 728804
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Little Norman's Pre-School opened in 1976 and is run by a voluntary committee. The setting operates from a separate building in the grounds of The Norman Church of England Primary School in Northwold, Norfolk. It is fully accessible and supports children with special educational needs and/or disabilities. A maximum of 26 children aged from two to five years may attend in any one session. There are currently 23 children on roll. Of these, all are in the Early Years Foundation Stage, of which 19 are in receipt of funding for nursery education. The sessions run from 9.00am to 12.00 noon Monday and Friday, and from 9.00am to 3.00pm Tuesday, Wednesday and Thursday, during school term time only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are five members of staff. The supervisor and over half the remaining staff hold a Level 3 qualification in early years. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The new supervisor and her staff work closely together to ensure children of all abilities achieve well. As a result, the setting has a good capacity for further improvements. This is an inclusive setting and staff provide skilled support for children with special educational needs and/or disabilities. The needs of children in the early years are met well.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the staff's involvement in systematic self-evaluation and planning for future developments
- develop the outside area to more consistently promote all areas of learning.

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

Procedures for safeguarding and to ensure all staff are suitable to work with children are very effective. Staff ensure that the premises are safe and secure through regular risk assessments and fire practices. Careful planning and good adult supervision of the children ensure visits to places of interest are successful and safe. There are robust and secure procedures in place to promote good behaviour. There are also clear guidelines for the administration of medication and the recording of any accidents or injuries.

The quality of the leadership and management is good. The supervisor is well supported by the committee and the local authority and guides and supports her staff effectively. All staff share a strong ambition and the drive to provide good quality early years provision and improve their own skills and the quality of provision. Self-evaluation procedures are good overall and reflect the views of staff, parents and the children. However, the involvement of all staff in systematically using information to plan future developments and improvements is not yet fully established.

The roles and responsibilities of each staff member are clear and contribute well to the daily running of the setting. They are well-qualified and experienced in supporting children with special educational needs and/or disabilities and this contributes to the good promotion of equality and diversity.

Engagement with parents and carers is good. There are well-planned induction procedures to ensure children quickly settle in and are ready to benefit from everything the setting has to offer. Parents and carers find staff are approachable and welcome the flexible approach to meeting their needs. They receive a good range of information about their children's progress through the attractive and very high quality 'Learning Journeys'. The setting has good links with other local providers and benefits from these through the sharing of resources and staff expertise with the host school.

## **The quality and standards of the early years provision and outcomes for children**

The room at the setting is bright and stimulating. Children are engaged and busy throughout the session. They take responsibility for many aspects of their own learning throughout the day. There is a good balance between activities that all children choose for themselves and those they are guided towards by adults. This encourages children to develop independence and self-confidence, which is clear to see. Children make good progress because the setting is skilfully tailored to meet the needs of children of all abilities and levels. The staff make regular and frequent observations of children's learning, and then use this information effectively to track their progress and plan for future learning.

Children with special educational needs and/or disabilities are fully integrated into the setting and their progress is carefully tracked. Early mark-making and counting skills are encouraged through well-planned role play activities, games and songs. Children thoroughly enjoy their learning and achieve well. Staff question children adeptly to deepen their understanding and provide good guidance by joining in their play. Children's work is displayed prominently and this makes them feel valued as a result. Children feel safe because of the good level of safeguarding measures in place. Children know to handle equipment, such as, scissors safely. They learn how to keep safe when they are out and about through the setting's good use of visitors from the wider community.

The promotion of children's healthy lifestyles is good. There are regular and frequent opportunities for children to engage in planning and preparing healthy

snacks. Snack and meal times are social occasions and staff have very high expectations for children's hygiene. Children have a good understanding of what constitutes healthy food because staff question children while they prepare their nutritious snacks. The outside area is used well to promote children's physical development but does not fully reflect the range of learning opportunities available inside. The setting has identified this and there are plans to develop this element of the provision further. The setting encourages children's good positive contribution through effective resources and images which reflect different cultures and diversity. Children take part in local events, such as, the village carnival, and celebrate festivals from different world religions through their cooking sessions and role play games. There are attractive, quiet areas for children to sit and relax and read a good range of books.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met