

# School Lane Pre-School

Inspection report for early years provision

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**Unique reference number** 254259  
**Inspection date** 15/03/2011  
**Inspector** Lindsey Cullum

**Setting address** School Lane, Sprowston, NORWICH, Norfolk, NR7 8TR

**Telephone number** 01603 408678 mob07751835528

**Email**

**Type of setting** 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

School Lane Pre-school opened in 1994 and is run by a committee of parents. It operates from two rooms within the Sprowston District Resource Base in Sprowston, Norwich. There is access to an enclosed area for outdoor play. The setting serves children and families from the local and surrounding areas.

The pre-school is registered on the Early Years Register and both the voluntary and the compulsory parts of the Childcare Register. A maximum of 26 children from two plus to under five years may attend at any one time. There are currently 24 children within the Early Years Foundation Stage on roll and the setting is in receipt of government funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open each weekday from 9.15am until 12.15pm, term-time only. Overnight care is not provided.

There are four members of staff, plus one volunteer who work with the children, all of whom hold appropriate qualifications for their role. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development. Staff are friendly and work well as a team, providing a safe environment where children's welfare is effectively supported. A positive approach to inclusion ensures children's individual needs are identified and taken into account. Required records are generally in place and reviewed regularly. Staff build effective partnerships with parents and others who provide care and learning for the children. The pre-school demonstrates a sound commitment to continuous improvement and constantly strive to improve the learning outcomes for children.

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

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

- review documentation including the children's admissions forms to ensure they fully comply with the Early Years Foundation Stage requirements
- provide further opportunities for children to access additional resources and develop the existing quiet area to provide comfortable space in which children can relax and rest
- review children's individual learning plans regularly so these effectively feed into the planning of forthcoming activities to meet each child's learning and developmental needs.

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

Children are effectively safeguarded as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure they are able to recognise the signs and symptoms of abuse and know how to report concerns. All staff undergo enhanced Criminal Records Bureau (CRB) disclosure checks. This helps to ensure that all those working with children, or having contact with them, are suitable to do so. Ongoing suitability is monitored through the appraisal system. The premises are secure to prevent unauthorised access or children leaving the premises unsupervised. Detailed risk assessments are in place for the premises, equipment and specific activities. Daily checks are conducted to minimise the risks to children and to ensure the premises are safe. Furthermore, thorough risk assessments are undertaken prior to any outings, ensuring risks are identified and appropriate action taken. All documentation is clear and accessible. However, some children's records do not contain information on who has legal contact with the child and who has parental responsibility for the child, which may compromise children's welfare.

A well-qualified and experienced staff team work closely with a supportive committee. Staff are very motivated, have a good understanding of their roles and responsibilities and strive to improve practice at all times. The setting has undertaken detailed evaluations of the provision and has put in place an action plan for development, as a result of this. Recommendations made during the last inspection have been fully addressed and have had a positive impact on the outcomes for children attending the pre-school. Staff work hard, setting up the pre-school rooms each day so these are welcoming and attractive to children. They thoughtfully decorate the walls with child-centred posters, put up display boards containing children's creative work and select a varied range of age appropriate resources to stimulate children's interest. Whilst a choice of resources is set out each day, opportunities are limited for children to self-select resources from accessible storage to promote their independent learning. Furthermore cosy, comfortable space for children to rest and relax is being developed to encourage children to rest when they need.

Inclusive practice is promoted because staff have a good knowledge of each child and as a result their individual welfare needs are well-met. Staff are highly effective in ensuring that all children are fully included and able to work and play at their own level of development. Parents are encouraged to share what they know about their child when they first start the setting. They complete information booklets which include providing information on what their children can do, their likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. The setting holds parents evenings in which parents are invited to spend time with their child's 'key person' discussing their child's development and progress. Parents are extremely happy with the provision and feel that their children make good progress, are very happy and safe. The setting is starting to develop further the working partnerships with other early years providers which some children attend, in order to promote consistency.

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

Children are confident and happy in the setting. Staff have a good understanding of the Early Years Foundation Stage, therefore, children's progress towards the early learning goals is well-supported. An effective key person system is in place and staff work closely with parents to establish children's starting points, identify likes and dislikes and build relationships with both the parents and the children for whom they are responsible. Regular observations and assessments of children's progress are recorded within special books with the support of photographs and examples of children's work. Next steps are identified and used to form 'individual plans' for each child. However, individual plans are not frequently reviewed to ensure that all possible lines of development are incorporated into forthcoming planning and children are consistently provided with challenging activities.

Children communicate confidently with staff, telling them about their experiences. They also communicate well with each other, forming friendships and sustaining conversations during their play. Children are developing a love for books as they sit attentively at story time and freely select a book from the book corner to look at either on their own or ask a member of staff to read. They learn that print carries meaning, for example, finding their name cards before snack-time and they have many opportunities to mark make and develop pre-writing skills. Mathematical language is encouraged and children are helped to recognise shape, size, measure and count through everyday activities. Children delight in dressing up as different characters or people they meet in everyday life, such as, a policewoman or fireman. They frequently engage in imaginative play, building castles or houses with large construction materials and acting out scenarios with their friends. Children relish opportunities to play musical instruments and create their own marching band outside, singing familiar nursery rhymes with confidence. They enjoy capturing 'special moments', taking photographs with the digital camera which staff incorporate into children's learning stories. Children eagerly explore sensory resources. They competently use hand operated torches in the sensory tent, explore different textured balls and scented bags and observe the light changes in glow in the dark balls.

Children are encouraged to adopt healthy lifestyles in which healthy eating and exercise are encouraged. They have a healthy snack, such as, crackers and fruit at snack time and a choice of milk and water to drink. Snack times are social occasions where children learn good manners and chat with their friends and staff. Children readily help themselves to drinks throughout the session ensuring they remain well-hydrated. They develop good hygiene practices through established daily routines, for example, children routinely wash their hands before snack and after using the bathroom. Children access outdoor play each session. They energetically run, mark make with chalks on the wall or discover insects which they proudly show other children. Exercise is encouraged. Children eagerly take part in stretching exercises to 'get their muscles going' at the start of the session. They are learning about their bodies through planned topics and understand that exercise makes their hearts beat fast. Children develop a good awareness of staying safe. They know the rules for safety within the pre-school, for example

using safe feet and not running indoors. Regular emergency evacuation drills are carried out to help children learn what they need to do to keep themselves safe in an emergency.

Children are learning to manage their own behaviour. They are encouraged to listen to staff and show a good understanding of the boundaries of the setting. Friendships are evident and children freely share resources with their friends. They learn to co-operate, take turns and consider the needs of others with the positive support and encouragement of the staff. The pre-school welcomes visitors from the local community, such as, the vicar and children visit the local school and library. Children are beginning to develop an understanding of the wider world as they access resources that are representative of diversity and also celebrate cultural festivals throughout the year. Children demonstrate they are acquiring skills that will help them in the future and are preparing them for their transition from pre-school into school.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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