

# Hemblington Pre-School

Inspection report for early years provision

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**Inspector** Janette Smith

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**Type of setting** Childcare - Non-Domestic

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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**

Hemblington Pre-School opened in 1980. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Heathlands Community Centre in Blofield Heath, Norfolk. A maximum of 26 children may attend the pre-school at any one time. It is open on Tuesday, Thursday and Friday 9.30am until 12.30pm and on Wednesday from 12noon until 3pm during term times only. All children share access to a secure enclosed outdoor play area. There are currently 25 children aged from two to five years on roll. Children come from the local area. The setting supports children with learning difficulties and/or disabilities. The pre-school employs seven staff. Four of the staff, including the manager, hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are very happy and settled in this welcoming and inclusive setting and are consequently making excellent progress in their learning and development. Parents are well informed and confident that their children are being highly supported in all aspects of their welfare and learning. Due to the setting's outstanding partnerships with other providers, children are supported exceptionally well during transitions. Children are kept safe and documentation is generally well maintained. Staff are committed to evaluating and developing the provision which has a very positive impact on children's outcomes.

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

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

- maintain and update records, policies and procedures to ensure the efficient management of the setting.

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

Children's welfare and wellbeing is well promoted as the setting has very good procedures in place for safeguarding children. All staff have undergone safeguarding training and are encouraged to regularly update their knowledge. Helpers in the pre-school are given a 'Golden rules sheet' in order for them to understand what to do if a child says something that causes concern. A password system is effectively used when children are being collected by someone other than their parent.

Staff help children to keep safe by reminding them to sweep up the soil by the obstacle course so that they do not slip over. Written risk assessments and daily checks of all areas that children use ensure that hazards are identified and

minimised to safeguard children. Additional risk assessments for outings to the local area and for children with allergies, are in place. There is a comprehensive range of policies and procedures available that underpin the work of the pre-school. However, some documents, including policies and procedures, are not consistently maintained and updated to ensure the efficient management of the setting.

Enthusiastic, well qualified staff are deployed effectively in the setting. They listen carefully to children and engage them in sustained shared conversations. Children's ability to settle and feel a sense of belonging is enhanced by an excellent key person system which is well embedded into practice. For instance children self-register their names around a photo of their key person and are personally welcomed into the setting by them. Parents speak highly of the staff and describe the pre-school as, 'absolutely fantastic'. Parents are well informed about their child's progress and are impressed with the arrangements in place to ensure smooth transitions between settings.

Staff have used the local authority quality assurance ratings to identify and implement several actions to develop the provision. Impressive changes have been made to the setting since the last inspection. For instance, staff have developed the environment and the range of resources providing children with many more opportunities for exploration and investigation. They are aware of the continued need to update and organise their operational plan.

Staff are committed to promoting equality and diversity in the setting and use effective strategies to ensure that all groups of children achieve well. The special educational needs co-ordinator is trained and skilled in providing additional support when required. Subsequently, children feel valued as their contributions and efforts are appreciated by staff. Visual timetables are made to support children and used successfully during transition to school. Excellent communication with a childminder ensures that children are very well supported in their learning. A notebook is used to record liaisons and a consistent approach to making observations has been established. Highly effective links with a local day nursery enable both settings to share good practice for instance about the 'Every Child a Talker' project.

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

Children are making outstanding progress in their learning and development. They feel safe and secure due to the highly skilled staff who have made excellent relationships with their key children. Staff are good role models and encourage the children to say please and thank you. Staff are vigilant in observing children to ensure that they are accessing all areas of learning. Observations and photographs are recorded in an individual Learning Journey and are regularly shared with parents. Weekly meetings guarantee that planning is based on children's interests and next steps. For example, detailed plans are made to extend learning when children in the outside area become engrossed in looking for mini beasts. Extra

resources are provided enabling them to further explore the wider world.

The stimulating and well thought out learning environment inside and outside is highly conducive to learning. Children independently make choices and decisions when they create pictures with different colours and textures, confidently tipping the excess glitter back into the bowl when they have finished. Children sound out and write their names demonstrating a good awareness of linking sounds and letters. In the dark role play tent children find out and identify the uses of everyday technology as they show staff how to switch on the torch so that she can read a story. They explore emotions as they laugh and discuss being scared. Children explore the wider world as they help to tip out soil from a planter and look for bulbs. They identify and look closely at a ladybird and staff encourage them to hold it gently. Every opportunity is taken to develop children's mathematical language as children push their cars down a ramp. They talk about who has the biggest car, whose car travels the furthest and drive their cars under the ramp.

Children learn to keep safe as they skilfully work their way along the obstacle course, waiting for their turn to jump off at the end. They ask why there is a chain on the hall door and strap their dolls into the buggies because 'they might fall out'. Taking part in regular fire drills ensures that children are further supported to develop an understanding of how to keep themselves safe.

Children are exceedingly good at hand washing due to the portable sinks which provide an efficient way in which children readily and independently keep healthy without being prompted by adults. At snack time children choose from a range of healthy options and are encouraged to try different foods. Photographs show children planting and subsequently picking and eating their own vegetables. Advice regarding healthy eating is effectively shared with parents. Excellent opportunities are in place to support children's physical development as children negotiate spaces with the dolls buggies and ride on toys.

Children are learning to make a positive contribution as they willingly tidy up at the end of the session. They cooperate with each other as they lift boxes in from the outside area before eventually sitting down for a story. Their behaviour is exceptional and staff praise them appropriately.

## 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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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