

Cringleford Crackerjacks Pre-School

Cringleford CofE VA Primary School, Dragonfly Lane, Cringleford, NORWICH, NR4 7JR

Inspection date	12/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- This pre-school provides a welcoming, highly stimulating and well-resourced environment with child accessible resources that promote learning and challenge.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs.
- Children make good progress during the time they spend at the pre-school. This is because staff have a very good awareness of their individual needs and precise assessment and planning is in place for all children.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children's safety and welfare is protected.

It is not yet outstanding because

- There is scope to enhance adult interaction during children's self-chosen activities, to provide increasing challenges to help them progress towards excellence.
- There is scope to consistently enhance the use of opportunities, such as snack time, to extend children's learning even further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector looked at activity planning, records of children's learning and a selection of other documentation.
- The inspector held a meeting with the pre-school manager and registered provider.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and of parents' comments detailed in the records of children's learning.

Inspector

Karen Harris

Full report

Information about the setting

Cringleford Crackerjacks Pre-School registered on the Early Years Register and the compulsory part of the Childcare Register in 2013 after moving to new premises. It is a pre-school group run by a committee and is a registered charity. The pre-school serves the local area and is accessible to all children and operates from purpose-built premises on a primary school site south of Norwich, Norfolk. All children share access to a secure outdoor play area. The pre-school employs six members of staff, of whom three hold appropriate early years qualifications. One member of staff holds Qualified Teacher Status, one holds a qualification at level 6 and one member of staff holds a qualification at level 3. Two members of staff are currently working towards a qualification at level 2. The setting also employs two bank staff.

The pre-school is open Monday to Friday from 9am to 12 noon and on three afternoons from 12.30pm to 3.30pm, during term time only. Children attend for a variety of sessions. There are currently 38 children on roll, all of whom are in the early years age range. Children can start attending in the term of their third birthday and the pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance adult interaction during children's self-chosen activities, to provide increasing challenges as they progress towards excellence
- enhance the use of everyday routines, such as snack time, to consistently extend children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children take part in a range of adult-led activities and they are strongly motivated by staff who are encouraging and supportive. Teaching is good because staff are skilled at asking open-ended questions to challenge and develop children's thinking. They give them time to process questions before answering and, as a result, children are often engaged and interested in conversations with staff. Staff support the promotion of children's communication and language skills well, including those with English as an additional language. They praise children as they begin to show an awareness of colour and shapes and skilfully tell stories. Children enjoy listening carefully to the story, joining in with

familiar lines and talking about what they see in the pictures. Children use their skills in language to explain what they know. For example, a child explains that 'when we hear the triangle, we have to be statues'. However, there is scope to extend staff's involvement and interaction during child-led activities to ensure that all opportunities are maximised to consistently extend children's learning to the optimum levels.

Children develop good skills for the future and are acquiring the skills, attitudes and dispositions they need to be ready for school. They develop a sense of themselves as individuals, wanting to do things independently, such as removing their coat after playing outside. Children have free access to mark making equipment at all times. For example, they use pens to make Christmas cards and use chalks on the large easel. Children show great interest in technological equipment, such as the large interactive white board, and are highly competent and confident in its use. They take pride in what they have drawn on it and help staff to print out their creations.

Children have good relationships with the staff in the setting and readily go to them for support. Staff know the children well and respond to children's interests, planning activities that they know children enjoy. Staff make observations and take photographs to evidence children's learning and plan activities according to children's stages of development. The staff have an in depth knowledge of the children in their key groups and work very well with parents to keep them informed about their children's achievements and progress. Regular consultation meetings keep parents up-to-date with the progress their children are making and learning journals are available to take home at any time. Parents are welcomed into the setting and are free to talk to staff at any time. Parents speak very highly of the pre-school, commenting that their children are happy to attend and that they feel staff are friendly and approachable.

The contribution of the early years provision to the well-being of children

Settling-in arrangements are effective in supporting children's emotional well-being and needs during times of change. For example, the staff stagger the entry of all new children. This provides staff with time to get to know the child and their parents, which means that appropriate bonds and attachments form quickly. The setting works well with parents to help children to settle and helps parents share what they know about their children. Children are happy and settled at this playgroup and they learn and develop in a bright, stimulating environment. The setting is well resourced. For example, there is a well-stocked work bench where children can select a variety of materials, such as ribbons, fabric and pasta. This means that children learn to be independent and make choices about the resources they wish to use. Children regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency. This supports their understanding of how to keep themselves safe. Children's behaviour is good because staff use positive strategies to help them learn right from wrong. Consistent boundaries are in place to help children know what is expected of them. They generally share and take turns with popular resources. Staff value and praise children's good behaviour and individual efforts, promoting their self-esteem.

Children's physical development is highly promoted in the setting. They have access to

outdoors in all weathers and enjoy using the ride-on toys where they confidently move their feet to make the toys move. Children show good ability in stopping, moving and changing direction. Children enjoy music and movement activities every session and show interest when clapping to the beat of children's names on the register. Small tools, such as scissors and ink stamps are handled with great control. Children enjoy sensory experiences to encourage their hand to eye coordination and explore textures, commenting that play dough is soft. Children's health needs are met well and there are good arrangements in place to help children learn to keep themselves safe through everyday routines. Children know to wash their hands before eating snack and after using the toilet. Children enjoy sociable snack times, where they sit together in small groups. Staff interact with children and ask questions, such as 'how many do we need?' and 'how many are left?' as plates and cups are given out. This makes good use of everyday routines to promote learning, such as children's mathematical understanding. Staff sometimes provide opportunities for children to help, for instance, to spread butter on bread. However, they do not always rigorously extend learning. For example, children do not make comparisons and consider amounts when fruit is pre-cut. Good opportunities are provided for children to learn about their local community. For example, children are taken on outings into the local community to post a letter and enjoy a trip to the theatre.

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

All staff have a good understanding of the safeguarding and welfare requirements and demonstrate vigilance when dealing with children's safety. Appropriate policies and procedures, along with documentation, are in place to maintain children's health, safety and welfare. Staff are clear about the procedures for dealing with suspected abuse and there are rigorous recruitment and induction procedures to ensure all staff appointed are safe and suitable for their role. Thorough risk assessments of all areas used by children are carried out and staff also assess the potential risks of any outings and take appropriate action to minimise hazards.

Children make good progress during the time they spend at the pre-school. This is because staff have very good awareness of individual needs and precise assessment and planning is in place for all children. Children benefit from staff that are enthusiastic, well-qualified and dedicated to the provision of high quality care. The management team appraise staff annually and are fully committed to supporting the staff in their ongoing professional development and attending further training. This ensures that children are cared for by staff with a good understanding of how children learn and develop. The setting is involved in the 'Every child a talker' programme. This enables staff to access specific training and provides staff with a tool to assess children's language and communication skills. This means that any speech delays are highlighted and early intervention can be accessed if needed.

The inspirational vision of the management team in relocating the setting to a new purpose built venue has greatly improved learning opportunities for the children. This demonstrates the commitment and drive of all in the setting to provide high quality childcare and education. Partnerships with parents and other agencies are strong. The

setting continues to build links with the school on site which means that the transition for children into school will be effective. The self-evaluation process is ongoing and effective in identifying the settings strengths and areas for development. Children, parents, staff and the management committee have a strong voice in the setting and their views and contributions are highly valued.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY465293
Local authority	Norfolk
Inspection number	922766
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	38
Name of provider	Cringleford Crackerjacks Committee
Date of previous inspection	not applicable
Telephone number	01603507774

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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