

Hemblington Pre-School

Heathlands, Woodbastwick Road, Blofield Heath, NORWICH, Norfolk, NR13 4RR

Inspection date	26/11/2014
Previous inspection date	21/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Observations and assessments of children are precise, so that planning and teaching is well targeted and children make good progress in all areas of learning.
- Children are very happy and settled in the welcoming environment of the pre-school and establish warm relationships with all staff.
- Children are kept safe through the consistent implementation of policies, procedures and good levels of staff training and supervision.
- Positive relationships with parents and carers are developed through effective induction and frequent communication.
- Leadership and management is strong and staff work very effectively as a team to monitor and evaluate their provision. This leads to continuous improvement in children's learning experiences.

It is not yet outstanding because

- Opportunities to extend children's already good independence skills during snack times are not always encouraged, as children do not help to prepare the food they eat.
- Staff provide limited displays and labelling that include written text, so opportunities to support children's literacy are not maximised.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at the premises and observed children and staff indoors and outdoors.
The inspector viewed a selection of documentation covering children's learning, children's records, policies, attendance records, risk assessments and self-evaluation. In addition, the inspector looked at staff qualifications and checked evidence of the suitability of all adults working in the setting.
- The inspector had discussions with the manager and spoke to children and staff at suitable times in the day.
- The inspector observed practice and interaction between staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Samantha Smith

Full report

Information about the setting

Hemblington Pre-School opened in 1980. It registered in 1992 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a room in Heathlands Community Centre in Blofield Heath, Norfolk. Children have access to a secure, enclosed outdoor play area. The pre-school is open on Tuesday, Thursday and Friday, from 9.30am until 12.30pm and on Wednesday from 12noon until 3pm, term time only. There are currently 30 children on roll, who are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications at level 3 and one with Early Years Teacher status. It receives support from the local authority.

What the setting needs to do to improve further

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

- increase children's already good independence skills further, for example, by allowing them to prepare their own food at snack time
- expand the use of the written word in displays and labelling, both indoors and outside, to support children's emerging literacy skills.

Inspection judgements

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

Staff promote children's learning and development well and the quality of teaching is good. Staff have a good knowledge of each child's development and their learning styles. They use this information to adapt their teaching to ensure it meets children's needs and supports their learning. Staff have a good understanding of how children learn through play, which means they plan varied and stimulating activities for children and ensure they build on their individual learning. Staff know children very well, so they focus on specific areas in which to support children throughout their daily activities and routines. They provide activities and opportunities with good levels of challenge and that are developmentally appropriate. Consequently, children are interested and motivated, and gaining the necessary skills and attitudes in preparation for their next stage of learning. Parents are included in their child's learning right from the start. Staff obtain detailed information from parents about what children already know and can do, and what they are interested in, when they first start at the pre-school. This is updated regularly and the information is used alongside staff's own observations to maintain children's current interests and needs when planning their activities. Staff actively encourage parents and

carers to be involved in their child's learning. This is through daily verbal feedback and through sharing half-termly All about me communications. This regular exchange of information enables parents to be part of their child's ongoing learning and development and supports good learning outcomes for children.

Children have access to a range of resources and learning experiences, which cover the seven areas of learning. The resources available support children at different ages and stages of development. However, opportunities for children to see written text on displays or labelling are limited both indoors and outside. Therefore, staff do not maximise children's progress in literacy. The well-planned environment enables children to initiate their own play, as well as taking part in activities planned by the adults. Consequently, children are gaining good levels of independence and confidently direct their play. In response to further training, staff have set up areas within the environment to encourage and support children's communication skills. For example, there are covered dens in both the indoor and outdoor area with natural resources inside to stimulate and promote conversation. Children listen to stories, hold discussions and talk about what is happening in the story and what they can see. They are given the time to think and respond to questions asked by all members of staff. As a result, children are engaged and focused in their learning and are supported to think creatively, critically and to develop strategies about what they are doing or are going to do next. Children's physical development is well supported as they eagerly take part in a wide variety of activities outside. This area is well equipped and children enjoy using bats and balls, wobble boards, caterpillar tracks and the sand pit. Children are supported effectively in developing early mathematical skills. Staff use mathematical language throughout children's play, encouraging children to count and recognise shapes and colours. Children are fully supported in their personal, social and emotional development and they are sensitively taught how to share. As a result, young children play harmoniously together and are developing friendships. All children are making good progress in their learning and development. This supports their readiness for school and the next stage in their learning.

Children with special educational needs and/or disabilities are well supported and good links have been made with parents and outside agencies. This ensures that staff are fully aware of individual children's needs, so that effective support is put into place. For example, the special educational needs coordinator consults with parents and health professionals and activities are devised to promote individual children's development. As a result, good partnership working supports all children to make good progress in their learning. There are effective communication methods between staff and parents to share children's learning. Staff complete the progress check for children between the ages of two and three years and termly assessments. These are all shared with parents and support home learning.

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

Children are emotionally secure at the pre-school because an effective key-person system ensures their individual needs are sensitively met. Consequently, children's feelings of safety and emotional security are promoted well. Staff have very good relationship with

parents and carers. This means they share information on a daily basis about children's well-being, needs and routines. Parents are welcomed into the pre-school and they know staff are happy to keep them informed about their child's well-being throughout the day if they telephone. Children form a close bond with their key person because staff are very caring and aware of all their needs. Children are happy and confident as they choose their activities and use all of the space available both indoors and outdoors. There are very good relationships between children and staff, and children form friendships easily in this welcoming environment. Staff praise children frequently and recognise their efforts and achievements. As a result, children gain confidence and good self-esteem and are supported to develop their personal and social skills well. Good links have been made with the local school, which children visit prior to their start date. This supports children's well-being and their emotional readiness for school.

Children are provided with a range of healthy and nutritious snacks, which are freshly prepared and served to children in a social setting, therefore, developing their social and interpersonal skills. Children choose from a range of fruits, vegetables and cereals at snack times and have constant access to milk or water. Children continue their learning at mealtimes, as staff help them to count how many children are at the table so they can work out how many plates or cups they need to set out. Children develop their communication skills as they chat to staff and each other in these calm, social times. They learn to be independent as they pour their own drinks. However, some opportunities are not maximised to promote children's independence even further, as children are not involved in the preparation of food. Children wait patiently for their turn to serve themselves with food and for the plates to be passed around. Children are learning about how to lead a healthy lifestyle. In addition, they are encouraged and supported to wash their hands before eating and after going to the toilet. As a result, children are learning good personal hygiene practices.

Behaviour is good as staff have high expectations and set clear boundaries, which children respond to very well. Staff are deployed well and relate to children appropriately, encouraging them to learn boundaries in their behaviour. They ensure them to use good manners at all times and share the toys. Children are active outdoors each day and, as a result, their physical development is promoted well. They learn to manage risks safely as staff promote children's growing awareness of keeping themselves and each other safe. For instance, children using wooden stepping-stones and balancing boards urge each other to be careful in case they slip. Children's health is promoted well and all staff hold paediatric first-aid certificates, which enables them to deal with any accidents.

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

Leaders, staff and the chair of the committee have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have all undertaken recent safeguarding training and have knowledge of the local child protection procedures should they have concerns about a child. Consequently, the whole

team is knowledgeable about how to protect children and keep them safe from harm. There is a range of thorough, well-maintained documentation in place, which results in effective procedures to protect children. Recruitment procedures are robust and ensure that all those working with children are suitable to do so. Safety is paramount and regular risk assessments are undertaken to ensure that all areas used by the pre-school are safe for children.

The manager has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She monitors staff performance and the quality of teaching very effectively through regular supervisions, appraisals and observations of staff practice. Staff work very well as a team to evaluate the provision in detail, so that the high quality of care and learning is maintained for children. They work together on the self-evaluation process and include the views of parents and children. This means they identify areas for improvement and implement an effective action plan so that children's learning experiences continually improve. Staff discuss their training and professional development with the management team, so that their own needs and those of the pre-school are met. The management team discuss and monitor individual children's progress and evaluate the impact of planning and teaching. This ensures that children's needs are fully met and they are effectively supported to make good progress.

Partnership working with parents, carers and outside agencies are good. This supports the inclusion of all children. The pre-school actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. This ensures children do not fall behind in their development. Parents receive clear information on the setting and their children's daily care, routines and progress. Information is constantly exchanged verbally, through noticeboard displays and a newsletter in email and paper format. Children's learning journals are regularly shared with parents and provide detailed information on each child's progress and development. Parents are encouraged to contribute to this process by sharing information relating to their child's interest and achievements from home. Parents confirm they are very happy with the setting and the information they receive. Those spoken to on the day of the visit were unable to think of any improvements necessary, as they are very happy with all aspects of the pre-school.

The Childcare Register

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	254107
Local authority	Norfolk
Inspection number	866833
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	30
Name of provider	Hemblington Pre-School Committee
Date of previous inspection	21/10/2011
Telephone number	01603 712464

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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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