

Norton Community Pre-School



The Old School Hall, Matthews Lane, Norton, SHEFFIELD, S8 8JS

Inspection date

19 January 2015

Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children flourish in the safe, welcoming and inclusive environment. They settle extremely well and are highly motivated to learn.
- Teaching is good because staff have a good understanding of how children learn and develop. They assess children's skills and interact effectively to improve their learning.
- Strong partnerships between parents and the pre-school staff ensure that parents are well informed about their child's developmental progress.
- Children are safeguarded well because the setting has effective policies and procedures in place and all staff have a good understanding of their roles and responsibilities.

It is not yet outstanding because:

- Staff do not make the most of routine times to promote opportunities for children to practise their number skills.
- Children are not always well supported to use and develop their imagination, in order to fully extend their rich and imaginative play.

What the setting needs to do to improve further

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

- build further on children's number skills by, for example, providing further opportunities for children to hear and use number language, such as encouraging children to sort the toys as they tidy up or counting the pieces of fruit on their plates at snack time
- provide further opportunities for children to develop their imagination by, for example, using resources in the home corner that reflect everyday life, such as magazines, telephones, notepads and kitchen utensils.

Inspection activities

- The inspector observed activities taking place in the two rooms and viewed the outdoor area.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's observation and assessment records and the register of attendance, and sampled other documentation, including evidence of suitability checks.
- The inspector checked evidence of staff qualifications and the provider's procedures for self-evaluation.

Inspector

Catherine Mather

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Staff regularly observe children and assessments show that they are making good progress. Children are provided with a good range of activities to promote their learning. Children are excited to explore cornflour and water, and they make marks with their fingers and watch as the trails disappear. Staff make good opportunities to repeat children's language and introduce new words. This means that children are making good progress in their communication and language skills. As a result, they are well prepared for starting school. Staff introduce children to mathematical concepts during focused activities; for example, when children take turns to roll dice they are encouraged to count the dots. However, they do not consistently use other opportunities, such as snack time, for children to practise and extend their number skills. Parents are kept well informed of, and included in, their children's learning. They know that it is important to be able to extend and continue learning at home.

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

Children form secure attachments with staff an effective key-person system is in place. As a result, children are confident, settled and keen to explore and learn. Children use their imagination as they play in the home corner. However, resources do not include everyday items for children to use in their play and extend their learning. Children's transitions between home, the pre-school and school are well managed. They build strong relationships with staff as they are provided with genuine warmth and affection. Children enjoy trips and outings to places of interest, such as woodlands and farms. In addition, they benefit from physical activity, such as dancing and exploring the outdoor area, where they grow fruit and vegetables. Children harvest these and enjoy preparing them to eat, and as a consequence, they learn about planting, growing and the food chain.

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

The manager understands her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are clear and all staff know what to do if they have concerns about children in their care. Since the last inspection the manager and staff have attended various training courses. As a result, practice has significantly improved across the pre-school. There are appropriate systems in place to check that staff are suitable to work with children. The educational programmes reflect the children's interest, age and stage of development. Effective planning and assessment systems result in children benefiting from good-quality care and learning experiences. The manager analyses children's assessment information so that any potential learning needs are recognised and quickly met. Staff seek the views of parents via verbal exchanges and questionnaires. The pre-school has effective partnerships with other settings. This helps to maintain continuity between home, pre-school and school. Accurate self-evaluation identifies how the pre-school can improve further.

Setting details

Unique reference number	EY376725
Local authority	Sheffield
Inspection number	991817
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	48
Name of provider	Norton Community Pre-School Committee
Date of previous inspection	12 September 2014
Telephone number	07944363809

Norton Community Pre-school was registered in 2008. It operates during term time only from Monday to Friday. Sessions are from 9am to 12pm every morning and 12.10pm to 3.10pm on Monday, Tuesday and Thursday afternoons. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-olds.

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