

St. Helens Pre School

Gurney Road, New Costessey, Norwich, Norfolk, NR5 0HH



Inspection date

21 January 2015

Previous inspection date

1 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The quality of teaching is good. Staff observe children while they play and demonstrate an insightful knowledge of each child's interests and learning needs. An imaginative and stimulating range of activities are planned, inside and outdoors that engage children and capture their interest. As a result, children become confident, motivated in their play and inquisitive learners.
- Staff make sure that children are well protected from harm. They demonstrate a robust understanding of their responsibilities with regards to safeguarding children and diligently supervise them so that they remain safe.
- Children are confident, happy and settled in the friendly atmosphere of the pre-school. They form warm and trusting relationships with the staff, who have high expectations for children's behaviour. As a result, children learn to be kind to others and their behaviour is good.
- The management team is committed to continuous improvement. Good systems are in place to monitor the quality of the provision for children and their families and staff are enthusiastic and motivated.

It is not yet outstanding because:

- Staff have yet to successfully engage all parents in the planned learning for children, so that they work together to meet children's learning and developmental needs.
- Peer observations are not yet used as part of staff performance management in order to enhance the quality of teaching through the sharing of good practice.

What the setting needs to do to improve further

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

- explore further ways to involve all parents in the learning and development of their children, by offering them more opportunities to contribute to individual learning plans and providing ideas linked to identified next steps, so that parents are able to support children's progress at home
- strengthen teaching, thereby raising children's achievements even more by: refining the systems in place for performance management of staff, for example, by carrying out peer observations, in order to identify and share the very best teaching practice amongst the staff team.

Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parents survey.

Inspector

Lindsey Cullum

Inspection findings

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

The quality of teaching is good. Staff get to know the children well through frequent observations while they play. This knowledge leads to the identification of clear next steps for learning, enabling staff to plan challenging and interesting activities that support children to make good progress in all areas of their learning. Children eagerly participate in group activities, such as cooking. They talk about the ingredients needed to follow the recipe and take turns to weigh and mix. As a result, children learn to cooperate and communicate with others, understand print carries meaning and simple mathematical language. Staff are on hand to support the children, encouraging them to try things for themselves and embrace new experiences with confidence. Children make choices from the wide range of resources and benefit from uninterrupted time to play and experiment. Therefore, children remain engaged and focused on activities and develop essential skills, such as thinking and problem solving, so that they are well-prepared for future learning. Parents regularly discuss their children's progress. However, the key person does not provide detailed information on the planned learning, so parents are able to fully support children's learning at home.

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

Staff work extremely hard each day and set out a welcoming and exciting learning environment, inside and outdoors. New children settle quickly as staff support them well, allowing time to explore the environment at their own pace and become familiar with the established routines. Children have positive relationships with the staff who respond affectionately, give praise and reassurance. Staff play alongside children, helping the younger ones understand how to behave and play safely. The outdoor environment is extremely inviting, with a wide range of equipment to promote children's physical skills. As a result, children thoroughly enjoy being out in the fresh air. Quiet space is provided inside and outdoors for children to rest and relax according to their needs.

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

Management and all staff have a good understanding of their responsibilities to safeguard children. They ensure that all staff implement policies and safe working practices effectively, to support children's health, safety and well-being. All staff have a good knowledge and understanding of how children learn. This enables them to deliver an educational programme, that has depth and breadth across all seven areas of learning. Effective tracking of children's progress means that any potential learning needs are recognised and met quickly through good partnership working with other professionals. Staff demonstrate a strong drive for further improvement. Ongoing support from managers, training and early years events attended, are successfully used to enhance team knowledge and skills. However, professional development systems have not yet extended to peer observations, in order to share good practice further amongst the staff team.

Setting details

Unique reference number	254281
Local authority	Norfolk
Inspection number	818467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	73
Name of provider	St. Helens Pre-School Committee
Date of previous inspection	1 March 2012
Telephone number	01603 749901

St. Helens Pre School opened in 1966 and is run by a voluntary committee. The pre-school operates from church hall premises and opens Monday to Friday, during school term time only. Sessions run from 8.45am to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs 13 members of childcare staff. The manager holds a childcare qualification at level 4 and eight staff hold a relevant qualification at level 3.

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