

# Kenninghall Pre-School Nursery

School Close, Kenninghall, NORWICH, Norfolk, NR16 2EJ



## Inspection date

Previous inspection date

27 January 2015

5 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good because staff understand how children learn. They provide a broad range of learning experiences and children show enthusiasm to explore and discover. Development of the outdoor learning environment means all children's preferred way of learning is considered and supported. Consequently, all children make good progress.
- Children are provided with a good range of quality resources that interest them and challenge their learning. These are easily accessible and children are able to self-select and initiate their own play within a bright and cosy playroom.
- Staff have good working relationships with the parents who are encouraged to spend time at the setting and are provided with good information about the provision.
- Children are protected from harm as all staff members have a clear understanding of their responsibility to safeguard children's welfare.
- Children have formed close attachments to the staff, as a result of good settling-in procedures. Children are happy, settle quickly and are confident learners.
- The manager works effectively with a supportive committee to bring about continuous improvement. Staff are positively encouraged to complete further training and receive regular supervision to enhance the quality of practice.

### It is not yet outstanding because:

- Staff do not maximise the opportunities for children to develop their independence further at snack and mealtimes.
- Opportunities for parents to share what they know about their children's abilities and support learning at home are not fully maximised.

## What the setting needs to do to improve further

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

- provide even more opportunities to encourage children's independence, for example, by allowing them to lay tables, prepare and serve food and wash up at snack and mealtimes.
- enhance the already good practice further, by encouraging parents to contribute more accurate information about their child's abilities when they first attend and to continue to support learning at home.

### Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation of children's activities with the manager.
- The inspector held a meeting with the manager, and spoke to children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation and some written policy documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the providers self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

### Inspector

Lynn A Hartigan

## Inspection findings

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

The manager and her staff understand how children learn and are highly focused on helping them develop the skills they need for future learning. Teaching is good as the planning is flexible and child-led, allowing children to develop their own ideas and experiences. Staff interact with children, and ask questions to promote their language development. Children enjoy reading stories in the comfortable book area and a wealth of print in the environment promotes children's interest in text. They use writing materials in their play. Children use their imagination as they spend time exploring baskets of instruments and dancing to music. They relish time outdoors as they use the mud kitchen and paint the play house. Daily routines are used to encourage children to count and calculate. They recognise numbers in the environment and have fun singing favourite number songs. Staff accurately identify children's next steps in learning to ensure children continually make good progress.

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

Children develop strong attachments to the staff who are very calm and caring. Good settling-in procedures mean children are confident, settle quickly and are happy. Staff have high expectations for good behaviour. Children begin to develop a sense of responsibility as they self-register and help to tidy toys away. Parents provide useful information, which means staff are knowledgeable regarding medical needs and can confidently cater for special dietary requirements. Children receive nutritious snacks and are encouraged to bring healthy lunches. However, the staff do not fully promote children's already good independent skills, by consistently allowing them to do things for themselves at snack and mealtimes. Children have opportunities to socialise as they attend assemblies at the host school; they meet the teachers which emotionally prepares them for starting school.

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

The manager along with the committee, implement the safeguarding and welfare requirements well. Children play in a safe environment as risk assessments and recruitment of staff are thorough. Staff update their safeguarding training to ensure they are fully aware of how to protect children from harm. The manager effectively monitors the educational programmes. The manager monitors children's progress to ensure they receive the support they need to make good progress. Staff work well as a team. They are supported through regular supervision and training to enhance the quality of teaching. Positive relationships with parents are encouraged; information regarding their children's progress is shared. While parents are encouraged to contribute what they know about their children initially, staff are not maximising opportunities to consistently gain information regarding children's abilities or to support their good progress at home.

## Setting details

<b>Unique reference number</b>	254138
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	876539
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Kenninghall Pre-School Nursery Committee
<b>Date of previous inspection</b>	5 December 2008
<b>Telephone number</b>	01953 888048

The Kenninghall Pre-School Nursery was registered in 1995. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and level 6. The pre-school opens from Monday to Friday during school term. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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