

Nelson Pre-School

c/o Nelson First School, Northumberland Street, Norwich, Norfolk, NR2 4DR



Inspection date

4 February 2015

Previous inspection date

30 September 2008

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

- Children enjoy their time at the pre-school and make good progress in their learning. Staff use the three spacious rooms and outdoor area very well to offer children a wide range of imaginative and exciting activities.
- The quality of teaching is good because staff are well qualified. They understand how to observe children's interests and sensitively join in with their play to improve their learning.
- Children quickly develop their independence. Staff teach children clear routines and store toys at a low level. As a result, children know how to do things for themselves.
- Staff help children to follow good hygiene routines and learn how to make healthy food choices. For example, they ask children to choose the foods they would like to have at snack time.
- The management team have a comprehensive understanding of the safeguarding and welfare requirements. They ensure that staff have a thorough knowledge of how to keep children safe, such as how to report a concern about a child's welfare.

It is not yet outstanding because:

- Staff interactions with children who speak English as an additional language do not always support them to achieve at the highest levels.
- On occasions, two-year-old children do not have extended time to follow their own interests. This is because staff disturb their play to ask them to take part in a group activity.

What the setting needs to do to improve further

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

- enhance staff interactions with children who speak English as an additional language, by using a wider range of words in their home language, to further develop their interests and help them to make links in their learning
- provide even more opportunities for two-year-old children to pursue their interests and have time to extend their learning through the activities they choose themselves.

Inspection activities

- The inspector observed activities in the three play rooms as well as the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the deputy manager of the pre-school.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records and planning documentation. A range of other documentation, including evidence of the suitability of staff working in the provision, policies and procedures to safeguard children's welfare were viewed.

Inspector

Helen Hyett

Inspection findings

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

Children enjoy their time at this friendly pre-school. Staff have a good understanding of how children learn and spend time preparing fun activities. Children become engaged in their play as they develop their skills and understanding. Pre-school children are excited to join in with a hospital role-play area. Enthusiastic staff become highly involved in the role play, helping children to find out about people and places. This helps children to learn about the world around them. Staff prepare children for school by helping them to talk clearly and express themselves. They support children who speak English as an additional language to learn new words. However, staff miss some opportunities to help these children make links in their learning. This is because they do not always use a wide range of words in the child's home language. Staff are positive role models as they teach two-year-old children to take turns. For example, they help them to think of ways to share the wheeled toys. Children respond well as they start to understand the feelings of others. At times, the youngest children do not have enough time to continue their learning through the activities they choose. This is because, shortly after they arrive at pre-school, they leave the activities they have chosen to take part in a group session.

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

Parents are very pleased with how their children settle at the pre-school. Children are welcomed by caring staff who help them to choose what to do. Children's emotional needs are met well. They receive comfort from their key person who finds them a cosy place to rest when they are tired or upset. Children enjoy the freedom of the well-planned outdoor area. Staff join in with children's games, encouraging them to develop their social skills. For example, they enjoy, 'What's the time Mr Wolf?' where they learn how to play a game altogether. Children quickly develop their physical skills. They run, roll hoops and balance as they exercise their muscles and develop coordination. Staff have made good links with the school. They take the older children to visit the school and use the school's adventure playground. This helps them to look forward to going to school, when the time comes.

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

The management team have a secure understanding of the learning and development requirements. They observe staff working with the children and provide feedback to help them to improve their teaching. They talk to staff to find out how well the planned activities meet the children's needs and interests. As a result, gaps in children's learning are quickly addressed. An accurate plan to improve the pre-school identifies the priorities for the future. Staff are able to continue to develop their skills by attending training. For example, training on how to encourage positive behaviour has ensured that all staff have the same calm approach. This helps children to follow rules and behave well. Children with special educational needs and/or disabilities receive high levels of support. Staff are sensitive to their individual needs. They work well in partnership with parents, and other professionals, to help all children to take part in daily routines and interact with others.

Setting details

Unique reference number	254187
Local authority	Norfolk
Inspection number	876540
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	79
Name of provider	Nelson Pre-School Committee
Date of previous inspection	30 September 2008
Telephone number	01603 615355

Nelson Pre-school was registered in 1992. The pre-school employs 10 members of childcare staff. All of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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