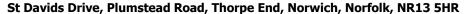
Thorpe End Teddies





Inspection date	23 March 2015
Previous inspection date	28 February 2011

The quality and standards of the	This inspection:	Good	2
early years provision	Previous inspection:	Good	2
How well the early years provision mee range of children who attend	ts the needs of the	Good	2
The contribution of the early years provof children	rision to the well-being	Outstanding	1
The effectiveness of the leadership and early years provision	management of the	Good	2
The setting meets legal requirement	ts for early years setti	ngs	

Summary of key findings for parents

This provision is good

- Children develop very good listening and attention skills. They answer 'good morning' in a selection of languages when they hear their name at registration. In addition, children put up their hand when they wish to speak. Consequently, they are developing important skills in readiness for starting school.
- Children develop a love of books and reading. Staff use an animated voice, which engages the children when reading to them. As a result, the children join in with a familiar story with great delight and copy the staff's actions.
- Children decide whether they play indoors or outdoors. This develops an excellent understanding of the importance of healthy practice and fresh air.
- Children's behaviour is exemplary. They spontaneously use good manners and play harmoniously together. Staff act as good role models; praising children for good manners and good sharing.
- Parents speak highly of the pre-school. Staff involve parents in their children's learning and development. Consequently, there is continuity of learning between the pre-school and home.

It is not yet outstanding because:

- The manager does not make effective use of observations of staff practice to support them to enhance their good teaching skills.
- Children's thinking skills are not consistently maximised. Staff do not always ask children questions that require them to give more than one word answers.

What the setting needs to do to improve further

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

- implement observations of staff practice, to ensure that the quality of teaching is strengthened further throughout the pre-school, so that children achieve the highest level
- provide more opportunities for children to answer questions and to share their ideas to further support their critical-thinking skills.

Inspection activities

- The inspector had a tour of the pre-school and held discussions with the manager and the staff.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

The manager liaises with staff to develop the environment and introduce adult-guided activities that support and encourage children's next steps and interests. Consequently, children make good progress in their learning and development, and they are motivated to play and explore. Children experiment with paint and materials to create pictures. Staff encourage children to use their imaginations and explore freely. Children use their hands to develop their creativity further. Staff constantly talk to the children, for example, they ask questions about how something feels. However, they miss opportunities to ask questions that encourage children to think about a variety of answers. Children develop their counting skills; they use their fingers to count the number of children and adults at registration.

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

Children settle in extremely well at pre-school, because most of them attend the Little Teds sessions with their parents and carers when they are very young. Consequently, they become familiar with the environment with the support of their families and carers. Children build up very strong emotional attachments with staff. Parents provide photographs and ongoing entries for children's All about me books. As a result, children develop self-confidence and self-esteem. Staff involve parents in supporting the preschool's healthy eating ethos. For instance, parents provide fruit for snack time. The children thoroughly enjoy the wonderful fruit platter, prepared for them by the daily parent/carer helper. Children learn how to keep themselves safe when they practise the fire evacuation procedure. Children develop their physical skills exceptionally well. This is because they make extremely good use of the outdoor space to play chasing games. Children have access to a wealth of visually-stimulating resources and they independently help themselves to toys.

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

The manager has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff keep children safe in the pre-school. They identify the signs, symptoms, and types of abuse. In addition, staff know the procedure to follow if they have any concerns about a child in their care. Staff attend regular training; this has a positive impact on children's learning and development. The manager reflects on the strengths of the pre-school and the areas for improvement. Yearly appraisals and supervisions give the management and staff the opportunity to discuss strengths and weaknesses in teaching practice. However, observations of staff practice are not yet fully developed to ensure that all staff teach to an outstanding level, to maximise children's progress. An effective system of tracking children's progress across the pre-school, ensures any gaps in learning are quickly identified and targeted. Staff share information with other providers where children also attend. This ensures children benefit from continuity in their care and learning.

Setting details

Unique reference number 254317

Local authority Norfolk

Inspection number 866866

Type of provision Sessional provision

Registration category Childcare - Non-Domestic

Age range of children2 - 5Total number of places26

Number of children on roll 36

Name of provider Thorpe End Teddies Committee

Date of previous inspection 28 February 2011

Telephone number 01603 701994

The Thorpe End Teddies Pre-school was registered in 1993. The pre-school employs seven members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, three at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate Store St Manchester M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524 E: enquiries@ofsted.gov.uk

W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

