

# Thurton & Ashby St. Mary Pre-School



Thurton Pre-School, Thurton Village Hall, Norwich, Norfolk, NR14 6AX

## Inspection date

23 March 2015

Previous inspection date

13 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Practitioners provide a variety of stimulating activities around children's interests. They play alongside children and extend their learning using good teaching techniques, such as effective questioning. This motivates children to learn and, as a result, they are making good progress towards the early learning goals in readiness for school.
- The well-resourced outdoor learning environment is a real strength of the setting. Children can spend as much time outside as they wish. This suits the learning styles of some children very well, particularly boys, and means that all groups of children are making good progress in their learning.
- Partnership with parents is strong. Practitioners have developed positive relationships with them that thoroughly support continuity in children's care, learning and development.
- The manager strives for continuous improvement of the setting to support children's well-being and learning. She includes the views of parents, children and the committee in her evaluation of the setting's strengths and weaknesses. Action plans are clear and well targeted to enhance the setting further.

### It is not yet outstanding because:

- Practitioners do not have arrangements in place to observe each other's teaching skills and share best practice, so that children's progress is maximised.
- Practitioners do not consistently explain to children how their behaviour can affect the safety of themselves and others.

## What the setting needs to do to improve further

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

- extend the already good quality of teaching even further, for example, by using regular peer observations and feedback on teaching practice to enhance practitioners' skills
- build on children's understanding of acceptable behaviour by consistently explaining to them how their behaviour can affect their safety and that of other children.

## Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the manager, practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

## Inspector

Joanne Gray

## Inspection findings

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

Children benefit from imaginative and challenging activities, supporting development across the seven areas of learning. This is because practitioners have a good understanding of how children learn through play and first-hand experiences. There are thorough systems in place to monitor children's development so practitioners know that all children are making good progress. For example, they complete 'Every Child a Talker' monitoring forms to make sure children's language development is on track. Practitioners keep parents informed about their children's progress and share ideas with them about how they can further extend this learning at home. Children practise writing as practitioners encourage them to make shopping lists as they play in their shop. They are also developing mathematical skills as they count how many potatoes they are buying. Outside, children arrange plastic guttering and pour water down it. Practitioners ask questions to stimulate children's thinking skills, such as, 'What is happening to the water?'

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

A well-established key-person system helps the children to form secure attachments with the practitioners in the setting. This promotes their emotional well-being, giving them the confidence to learn. Practitioners have good ways of supporting children's behaviour, for example, they join in with their play and find extra resources to help them share. However, they do not always explain to children how their actions may hurt themselves or others so they can develop a better understanding of why boundaries are in place. Children are developing independence as they pour their own drinks at snack time and put on their own wellingtons to play outside. They have plenty of opportunity for fresh air and exercise as they play and learn outside. Therefore, children are developing an understanding of the importance of healthy lifestyles. Practitioners constantly praise children for their efforts, so they are motivated and have good self-esteem.

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

Practitioners complete a range of training courses to continually increase their knowledge and skills, and thereby enhance the quality of learning for all children. However, monitoring of practitioners' effective teaching techniques does not include opportunities for them to observe each other and so share good practice further. Partnerships with other early years settings that children also attend are well established and ensure continuity in children's care and learning. The manager has developed many ways of sharing information about children's learning with them. For example, they speak on the telephone and share children's development records. Strong links are firmly established with local schools and external agencies to ensure individual children's needs are met. For example, a speech therapist visits the setting and shares ideas to support children's language development. Children are safeguarded well. Practitioners supervise them both indoors and outdoors and have a secure understanding of child protection procedures. As a result, children are protected from harm.

## Setting details

<b>Unique reference number</b>	257946
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867104
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Thurton & Ashby St. Mary Pre-School Committee
<b>Date of previous inspection</b>	13 January 2011
<b>Telephone number</b>	07771845621

Thurton and Ashby St Mary Pre-School first registered in 1969. The setting employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, one at level 3 and two at level 2. The setting opens from 9am to 12 noon, Monday to Friday during term time. The setting provides funded early education for three- and four-year-old children.

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