

Thurlton Pre School Playgroup

Norton & Thurlton Village Hall, Beccles Road Thurlton, Norwich, Norfolk, NR14 6JQ



Inspection date	24 March 2015
Previous inspection date	3 February 2010

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

Summary of key findings for parents

This provision is good

- Teaching is good because staff are secure in their knowledge of the Early Years Foundation Stage and fully understand how to promote children's learning. Throughout the pre-school, staff have high expectations for children and support them well. As a result, all children make good progress.
- Children are protected from harm because staff are knowledgeable about how to implement the setting's safeguarding policies and procedures.
- Children are happy and relaxed within this warm, welcoming and stimulating environment. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Children are encouraged to manage their own personal needs and develop their self-help skills, preparing them well for when they move on to school.
- Partnerships with parents, external agencies and other providers ensure that children's needs are met and that timely intervention when required is secured to make sure they receive the support they need.

It is not yet outstanding because:

- Staff do not maximise all opportunities to help develop children's pre-writing and writing skills.
- Opportunities for children to explore and investigate their own ideas and find new ways to do things during sensory activities 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:

- maximise all opportunities to develop children's emerging writing skills, for example, by having writing materials readily available in small world and role-play areas
- extend children's opportunities to explore and investigate sensory activities so that they can develop their own ideas and ways of doing things.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of the staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Inspection findings

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

Children enter a welcoming environment. Staff are enthusiastic and support children's play as they interact supportively with the children. Children enjoy creating patterns to decorate Easter cards with a member of staff who develops children's mathematical understanding of pattern. However, children have limited opportunities to develop their own exploration through sensory play. Nevertheless, a range of activities are planned for the children. These experiences are based on the children's current interests and next steps in learning, identified through the ongoing observations. Children develop their imagination as they enjoy pretending cardboard boxes are cars which they can sit in and pretend to drive. Staff extend children's communication and language skills by asking effective questions that encourage their language skills. However, staff miss opportunities to extend children's developing writing skills. For example, they do not routinely encourage children to make marks to record their ideas and thoughts as they are involved in other areas of play. Parents receive regular feedback, helping them to feel included in their child's learning.

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

Children demonstrate very close relationships with staff and their peers. They enjoy each other's company, frequently laughing and sharing jokes. Children are emotionally secure, confident, and behave well in the pre-school. This is because staff work with parents to establish the unique characteristics of their children before they start. Staff are very responsive to children's individual needs, interests and temperaments. The outdoor area offers exciting opportunities to explore and interact with nature. Children develop their physical skills as they use ride-on toys and walk on balancing pots. This promotes a positive attitude to healthy lifestyles. Daily routines support children in developing their self-care skills. For example, they find their own coat, put on their own wellington boots and learn to use the toilet independently. These embedded practices mean children can attend to their own personal care needs and are confident when they move on to school. Parents speak highly of the pre-school and its links with the wider community.

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

The manager fully understands her roles and responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have a good knowledge of the potential signs of abuse and how to keep children safe. Staff are supported in their work with the children and their professional skills are well developed through regular one-to-one meetings with the manager. This has a positive impact on the care and education of the children. When children are moving to school they attend the rising-fives group and visit their new teachers. This supports a smooth step from the pre-school to the next stage in their learning. The manager evaluates the provision by including parents and all staff in identifying what they do well and what they need to develop.

Setting details

Unique reference number	254321
Local authority	Norfolk
Inspection number	866867
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Thurlton Pre-School Committee
Date of previous inspection	3 February 2010
Telephone number	01508 548 342

Thurlton Pre School Playgroup was registered in 1992. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is unqualified. The pre-school opens Monday, Tuesday, Thursday and Friday during term time only. On Monday, Tuesday and Thursday the setting opens from 9am to 3.30pm, and on Friday it opens from 9am to 12 noon. The nursery provides funded early education for two-, 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

