

# Old Catton Pre-School

Lodge Lane First School, Lodge Lane, NORWICH, NR6 7HL



## Inspection date

23 March 2015

## Previous inspection date

18 October 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

- Teaching is good. Staff have a thorough understanding of how young children learn. They plan a wide range of stimulating activities that promote children's interests and foster their curiosity for learning. As a result, children make good progress and they are well prepared for school.
- Staff pay particular attention to promoting children's language skills. They use effective strategies to support children with communication delay or those who speak English as an additional language. This means children achieve to the best of their abilities.
- Staff understand the importance of building good relationships with parents, and this ensures children's needs are understood and met. Parents appreciate the regular feedback about their children's learning.
- Management positively welcome advice and support to help identify areas for further improvement. They consistently review their practice and implement changes for the benefit of the children.

### It is not yet outstanding because:

- Systems to monitor children's progress do not always provide staff with a clear view of how well different groups are doing across all areas of learning.
- On occasions, staff miss chances to teach children to recognise numbers and help them to fully understand the links between written numbers and their meaning.

## What the setting needs to do to improve further

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

- strengthen the monitoring system for tracking and recording children's progress, so that it becomes an even sharper tool for identifying any gaps in children's learning.
- extend children's already good mathematical knowledge even further, by providing number labels and displays in a purposeful context, both inside and out.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector held discussions with the management team and staff.
- The inspector and the manager took part in a joint observation.
- The inspector took the views of the parents into account.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

## Inspector

Sharron Fogarty-Martin

## Inspection findings

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

Children eagerly take part in worthwhile, fun play and learning. Staff provide an appropriate balance between activities planned and led by adults and those children can choose for themselves. This means children benefit from being able to explore their own ideas during periods of uninterrupted play. Children spend a considerable amount of time deciding what to make in the 'mud kitchen' and use play blocks to build a rocket to fly to the 'moon'. Staff skilfully get involved in children's play. They use questions that encourage children to think and resources, such as 'story boxes', to spark children's imaginations and promote conversation. Staff are aware of the levels individual children are working at. This is because they build ongoing assessment into everyday practice. This enables them to identify children's next steps in learning. Staff inspire children to practise their writing in a variety of ways and they provide many opportunities for children to learn to count. However, there are less opportunities for children to make connections between numbers and the corresponding symbol. This is because there are few numbers displayed or used in children's play and learning.

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

Children are happy and confident because staff value the uniqueness of each child and respect them as individuals. Children are cared for in an environment which is safe and secure. Staff are vigilant at all times, ensuring that children play and learn safely. Children are independent and benefit from being able to play outside when they choose. They delight in the freedom to move around, balance, climb, investigate and explore in the spacious outside area. Staff provide important experiences for children to learn how to keep themselves safe. These include regular fire drills and road safety role play. Staff support children with special educational needs and/or disabilities well, and work closely with all involved to ensure they meet children's individual needs.

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

The leadership is strong. The members of the committee have a thorough understanding of their responsibilities. Staff know how to safeguard children. They attend safeguarding training and know what action to take if they have concerns about a child. Robust recruitment procedures ensure the most suitable staff are employed. All recommendations from the previous inspection have been addressed. Staff value training opportunities and this has a positive impact on children's learning. Staff meet regularly to discuss and track the progress of individual children, however, monitoring the progress of groups of children is not as rigorous. Good team work and strong leadership are key features of the pre-school's continued effectiveness.

## Setting details

<b>Unique reference number</b>	EY356538
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	863453
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Old Catton Pre-School Committee
<b>Date of previous inspection</b>	18 October 2011
<b>Telephone number</b>	01603 928 337

Old Catton Pre-School opened in 1962 and re-registered in 2007. It is run by a committee. The pre-school opens Monday to Friday from 8.45am to 3.30pm, during term time only. Children aged two, three and four years receive funding for free early education. There are 10 members of staff who work directly with the children, six of whom hold relevant childcare qualifications at level 3.

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