

Scarning Pre School

Dereham Road, Scarning, Dereham, Norfolk, NR19 2PW



Inspection date

24 March 2015

Previous inspection date

14 December 2009

| 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

- Partnerships with parents and carers are exceptionally strong. There is regular communication between parents and the staff. Parents have many opportunities to get actively involved in their children's learning.
- The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have developed effective methods for planning and meet each week to discuss how best to meet children's individual needs across all areas of their development. As a result, children make good progress.
- Staff are well deployed and children are diligently supervised at all times. Thorough risk assessments are undertaken to ensure that effective steps are taken to keep children safe. This ensures children's needs are met and their protection is assured.
- Safeguarding arrangements are good. Staff understand their role in protecting children from harm and are aware of what to do, should they have a concern about children's welfare. Robust policies and procedures are implemented. Rigorous recruitment and induction procedures ensure that all those working with the children are suitable for their role.
- Children can choose when they go outside for most of the pre-school session. This free choice of physical play and access to fresh air contributes to children's continued good health. They learn about how food grows by growing potatoes, strawberries and apples, which they enjoy eating at snack time.

It is not yet outstanding because:

- Staff do not consistently make best use of available resources to extend children's thinking skills.
- Staff performance management does not include regularly planned, peer observations, in order to monitor and build on their already good practice.

What the setting needs to do to improve further

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

- enhance the good progress children make, for example, by making better use of resources, such as reference cards and magnifying glasses, to extend children's thinking and learning
- build on the existing good systems for the monitoring of staff performance, for example, by considering regular peer observations to continue to strengthen and improve on good practice.

Inspection activities

- The inspector observed activities in the main playroom and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- The inspector looked at planning documentation, records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own 'parent survey'.

Inspector

Karen Harris

Inspection findings

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

Staff visit families at home before children begin at the pre-school. This enables children to get to know the staff in their own, familiar environment. Parents provide useful information about their children's starting points. Staff use this information to plan activities, to interest, motivate and challenge children across all areas of their development. Staff encourage children to do things independently. For example, on arrival, they find their name and place it on the wall to self-register. Children make decisions and choose what they would like to play with. For example, they select paper from the well-stocked workbench to make a telescope. Staff provide good support and ask effective questions to promote children's critical-thinking skills. Outside, staff help children to move logs safely to look for bugs. They get down to the children's level and encourage their conversation and exploration. However, on occasions, children's learning experiences are not consistently extended. For example, staff do not direct children to nearby reference cards to compare different creepy crawlies.

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

Staff provide consistent boundaries. They reinforce the golden rules and promote positive praise, by using small prompt cards carried on a lanyard. This helps all children to know what is expected of them and helps to develop their self-esteem. Children are well protected because the majority of staff hold first-aid and food hygiene certificates. Staff are well aware of any allergies or special dietary requirements, so that children's individual needs are effectively met. Children enjoy social mealtimes. They either bring in their own packed lunch, or order a hot meal, cooked by the school on site. Staff sit at the children's level and effectively support them to adopt good table manners. Consequently, children eat well. Children regularly borrow library books from the host primary school. This helps to develop children's confidence as they become familiar with the environment. As a result, children are becoming well prepared for their eventual move to school.

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

The management committee is effectively involved in the running of the pre-school. The manager is supported in reviewing and monitoring the quality of the setting. There is a strong commitment to continuous improvement, actively seeking, and acting upon, the views of parents and children. For example, the pre-school has recently implemented a computer program, on which documents and children's records are stored for parents to access, via a secure password. Parents speak very positively about the pre-school. They find staff friendly and approachable, and state that they are very happy with the progress that their children are making. Staff have developed good links with other settings and share ideas and good practice. Staff are well qualified and experienced and this has a positive impact on children's learning and development. However, there are fewer opportunities for staff to learn directly from each other to help strengthen the quality of teaching further.

Setting details

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|------------------------------------|-------------------------------|
| Unique reference number | 254258 |
| Local authority | Norfolk |
| Inspection number | 871540 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 22 |
| Number of children on roll | 45 |
| Name of provider | Scarning Pre School Committee |
| Date of previous inspection | 14 December 2009 |
| Telephone number | 01362 699 360 |

Scarning Pre-School opened in 1997. It operates from a mobile building, located in the grounds of Scarning Primary School. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. Two members of staff are currently working towards a qualification at level 3. The pre-school opens from Monday to Friday, 9am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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