

# Northrepps Pre-School

Northrepps Primary School, Church Street, Northrepps, CROMER, Norfolk, NR27 0LG



## Inspection date

25 March 2015

## Previous inspection date

24 May 2012

<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 and children are progressing well because the experienced staff offer a variety of meaningful experiences across the seven areas of learning.
- Children are well prepared for the next stage in their learning and there are very good links with the adjoining school. Reception teachers regularly come into the setting prior to the children starting. They read stories with the children. Also, children eat their lunches in the school building and attend some functions. This helps them to cope well with the move into school.
- Children are confident and independent learners who form strong bonds with their key persons and develop positive self-esteem.
- The provider, who is the head teacher of the local school, works closely with the manager to monitor the educational programme and children's progress.
- Children make very good progress when learning about the world in which they live. They enjoy visiting a wide variety of local attractions, such as the village church. This provides them with opportunities to develop their knowledge of their local community.
- Children are safeguarded effectively. Robust processes are in place to ensure that all staff have a secure understanding of child protection procedures, so they can act appropriately to safeguard children.

### It is not yet outstanding because:

- The good procedures used to monitor staff teaching practice do not yet include opportunities for staff to observe colleagues and discuss good practice.
- Staff do not always fully promote children's exploration and understanding of changes in the natural world when in the outdoor environment.

## 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 systems of monitoring staff performance, for example, by using peer observations to share good teaching practices, in order to consistently provide high quality learning experiences for all children
- provide more opportunities for children to develop an understanding of growth, decay and seasonal changes over time, supporting their growing interest in the natural world.

### Inspection activities

- The inspector observed activities within the main playroom and the outside learning environment.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the provider and manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and looked at information included in the setting's own parent survey.

### Inspector

Andrea Price

## Inspection findings

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

Partnership with parents is a strength of this setting and begins prior to children's entry to the pre-school. Staff gather information from parents to establish accurate starting points of children's care and learning. Regular observations and assessments identify clear next steps in learning. Staff encourage, challenge and support children to think creatively and solve problems. This fosters a love of learning and prepares them for their move to school. Children develop early writing skills as staff provide many opportunities to practise writing in their play, such as labelling their own work. Older children are beginning to spell out the letters in their name. Staff support communication and language development effectively as they model language and introduce new vocabulary during play, such as manipulate and construct. Children have good access to fresh air as they freely use the stimulating outdoor learning environment. However, staff do not always use it effectively to fully promote children's understanding and investigation of why changes to plants occur during the change of seasons.

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

Staff are kind, attentive and share warm interactions with children. Settling-in process are flexible and prepare children emotionally for the new experiences of pre-school. Children feel safe, secure and have a strong sense of belonging as staff provide them with calm and well-organised daily routines. Parents comment that staff support their children effectively and their individual care needs are met consistently. Mealtimes are social events as children talk to their friends and discuss the day's events. Staff supervise children well as they independently cut up fruit for snack and pour themselves drinks. Healthy eating is promoted well as staff encourage children to talk about the foods they eat. Older children dress independently when they go outside. Staff support less able children and encourage them to have a go, promoting their independence further. These effective methods help to prepare children emotionally well for when they move on to school.

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

Staff have a good understanding of their role in protecting children from harm and are fully aware of what they should do if they have any concerns around children's welfare. Recruitment and induction procedures are robust. Staff are well qualified and receive regular supervision meetings, which supports their ongoing professional development and training needs. Staff are motivated to attain further learning in order to improve outcomes for children. However, the use of peer observations is not yet fully embedded in practice. Consequently, staff do not always have opportunities to reflect on their own practice in order to provide even more excellent learning experiences for children. Partnership working is good because the provider understands the importance of collaborative working, to ensure all children are fully supported to reach their full potential. As a result, additional support is put in place quickly when needed.

## Setting details

<b>Unique reference number</b>	EY436251
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	853738
<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>	18
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Northrepps Pre-School Committee
<b>Date of previous inspection</b>	24 May 2012
<b>Telephone number</b>	01263 579 396

Northrepps Pre-School was registered in 2011. It is managed by a committee and is situated within the grounds of Northrepps Primary School in Cromer, Norfolk. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 4. The pre-school opens from Monday to Friday all year round. Sessions are from 8.30am until 3.30pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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