

Sunflowers at Northgate Infants School, Pre-school and Wrap around care



Northgate Infant School, Northgate Street, Great Yarmouth, Norfolk, NR30 1BP

Inspection date	25 March 2015
Previous inspection date	21 May 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

- Staff have a wide range of experience and expertise. They seize on opportunities to promote children's learning in ways that make sense to young children. For example, during snack, staff encourage children to count how many fruit jellies are left over and work out if there is enough for each of the adults.
- Staff put in place good procedures before children start, including home visits and opportunities to visit the nursery. As a result, children happily settle in and become eager learners. Parents comment that their children greatly enjoy coming to the nursery and that they are well informed about their child's development.
- Leadership is strong. The committee members have a thorough understanding of their responsibilities. Staff know how to keep children safe. They attend safeguarding training and know what action to take if they have concerns about a child's welfare.

It is not yet outstanding because:

- Higher ability children do not make rapid progress in literacy. This is because staff sometimes miss chances to give increased challenges to children who are ready to move along more quickly.
- Staff have not established strong enough links with other settings, in order to fully support children with the move between pre-schools.

What the setting needs to do to improve further

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

- raise the level of teaching to outstanding by making sure staff challenge the most able children to achieve at their highest levels, for instance, improve the teaching of higher level phonics
- strengthen the links with other settings children move to when they start school, in order to provide consistency and help prepare children emotionally at this time of transition.

Inspection activities

- The inspector observed activities in the main room of the nursery.
- The inspector held discussions with the management team and staff.
- The inspector took account of the views of parents.
- 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.
- The inspector and the manager took part in a joint observation.

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

The quality of teaching is good. Staff are skilled in the use of questioning, which encourages children to think. For example, they help children to notice and talk about the patterns they make when water spills from their watering cans onto the concrete floor. They encourage children to think why the patterns begin to fade and disappear when the sun comes out. Staff foster children's love of story books. The inviting reading book area is themed as a 'jungle' to extend children's interest in a popular story. Children are taught to recognise the sounds and letters at the start of words and staff provide good opportunities for children to make marks in a variety of ways. However, children who are ready to link two letter sounds together to start early reading and writing are not always provided with enough challenge. Children have vivid imaginations and enjoy acting out their real experiences in the home corner. Outside they use the hole at the top of a grassed hill to make a mud potion. Staff regularly observe and assess children's progress and plan interesting activities each day. As a result, children make good progress from their starting points in readiness for school.

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

Staff successfully help their key children to form secure emotional attachments with them and other children. They know children's interests well and arrange resources so children quickly become engaged and remain focused in their play. Staff help children to be independent. Children choose where and what to play with, they pour their own drinks and put on their coats when they go outside to play. Staff model polite behaviour and good manners. They sit with children at mealtimes and involve them in conversation to extend their understanding. For instance, a discussion about where milk comes from leads children to consider what cows and other animals eat. Staff give great importance to making sure all children are treated equally. They work extremely well with outside specialists to improve outcomes for children. This commitment is reflected in the way children with special educational needs and/or disabilities flourish during their time at the nursery.

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

The relatively new manager is very committed to driving forward improvements to ensure children's ongoing good progress. Effective staff supervisions, targeted development plans and attendance at training all have a positive impact on the quality of teaching and learning. The manager monitors and tracks children's progress. Her scrutiny of assessment information means that any individual child, or group of children, who may need extra support are identified promptly. Staff liaise very effectively with the school on site and plans are in place to share good practice. Children moving on to the school Reception class are extremely well prepared. However, staff do not make such good links with other settings children move on to when they transfer between pre-schools. Therefore, continuity of care and learning is not maximised for some children.

Setting details

Unique reference number	EY314163
Local authority	Norfolk
Inspection number	862159
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	40
Name of provider	Sunflowers at Northgate Infants School, Pre-school and Wrap around care Committee
Date of previous inspection	21 May 2010
Telephone number	01493 856515

Sunflowers at Northgate Infants School, Pre-school and Wrap around care opened in 2006 and is run by a committee. The sessions run from 8am to 6pm five days a week, during term time only. There are nine members of staff. Of these, six have level 3 childcare qualifications and one holds Qualified Teacher Status. Children aged two, three and four years receive funding for free early education.

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