

Alpington & Yelverton Pre-School



Alpington Village Hall, Church Road, Alpington, Norwich, Norfolk, NR14 7NU

Inspection date

25 March 2015

Previous inspection date

23 May 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children with additional needs benefit from the exemplary partnership working the pre-school has with parents, carers and other professionals. Practitioners initiate multi-agency work so that children's needs are exceptionally well met.
- The quality of teaching and care is outstanding. Passionate and dedicated practitioners tailor activities to children's individual learning styles and needs. Consequently, children are extremely motivated and make excellent progress in all areas of learning.
- Highly successful strategies engage all parents and carers in their children's learning. For example, story cafe sessions support families to gain confidence and understanding about how children learn in a fun and informal way.
- Practitioners use a range of inspiring teaching strategies to enable children to be enthusiastic and active learners. Children delight in the wealth of exciting learning opportunities provided, such as a mud kitchen, and become deeply involved in their play. As a result, children are obtaining the skills to be ready for school.
- High priority is given to safeguarding and children's well-being. Practitioners have an excellent understanding of how to protect children. Stringent safeguarding and child protection procedures ensure all children are kept extremely safe within the pre-school.
- Children's well-being is at the heart of everything practitioners do. They have very effective systems in place, such as home visits and photo books.
- Excellent leadership and management of the pre-school has resulted in exceptional improvements to practice and children's experiences during their time at the pre-school.

What the setting needs to do to improve further

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

- enhance children's already excellent interest in making marks, by providing even more opportunities and purpose to their writing by enabling them to write signs and labels in their play.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

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

Practitioners are qualified and have an outstanding understanding of how children learn through play. Group times are differentiated to ensure all children's learning is supported and extended. Children who may find it difficult to engage during group times are sensitively supported by practitioners. They are allowed to use notepads to aid their concentration. Practitioners are skilful in their use of questions and responding to children's attempts at speech. Superb use of sign language and other specialist-communication methods ensure all children's speaking and listening skills are effectively promoted. Consequently, all children are making rapid progress in their learning from their starting points. Children delight in playing in the hairdressers, practising physical skills as they use rollers. Highly-skilled practitioners effectively promote children's literacy skills by encouraging them to record hair appointments in books. This gives children purpose and meaning to their writing. There is scope to enhance the excellent programme for literacy through providing further resources for children to make marks in all areas of their play.

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

Children display high levels of self-esteem and form secure emotional attachments with all practitioners. This is because there are extremely sensitive, caring and nurturing interactions between practitioners and children. Practitioners have created a highly stimulating environment both indoors and outside that promotes independence and challenges children in their learning. Practitioners enthusiastically promote healthy lifestyles and the importance of exercise through daily access to the outdoor area. Practitioners attend healthy eating courses and invite families to picnics to share ideas about healthy lunch boxes. Practitioners make very good use of opportunities to help children learn about risk taking when they are using the challenging climbing equipment in the adjacent park. Children are able to explore this area in safety because they have sole use of the park at a designated time each day.

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

The manager and committee have an excellent understanding of their responsibilities. The manager is a qualified teacher and uses her expertise to coach, mentor and support practitioners. The astute use of observations of practice and high-quality supervisions ensure practitioners are constantly improving their already outstanding practice. Practitioners attend many courses and share the skills they have learnt to enhance their teaching and the children's learning. The manager ensures educational programmes are monitored effectively to make certain that there is an extremely broad range of imaginative experiences. Any gaps in children's progress are quickly identified and sharply-focused interventions are put in place to ensure that each child reaches their full potential. The pre-school works expertly with outside professionals and parents to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	253995
Local authority	Norfolk
Inspection number	866817
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Alington & Yelverton Pre School Committee
Date of previous inspection	23 May 2011
Telephone number	07880592862

Alington & Yelverton Pre-School was opened in 1972. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications. The manager is a qualified teacher, three members of staff hold a level 3 qualification and two hold a level 2 qualification. The pre-school opens from Monday to Thursday in term time. Sessions are from 9.15am to 12.15pm on Monday and Tuesday. On Wednesday, they operate 9am until 3pm and on Thursday 9.15am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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