

Weasenham Pre School

Common End, Weasenham, King's Lynn, Norfolk, PE32 2SP



Inspection date

13 March 2015

Previous inspection date

28 November 2008

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 provide a wide range of resources and experiences, which they base around children's interests and individual needs. As a result, children make good progress in all areas of learning and development.
- Staff develop very good relationships with the children and their families, offering a friendly and caring environment. There is an effective two-way flow of communication, which ensures parents are kept well informed about their children's care, along with opportunities to continue their children's learning at home.
- Staff have high expectations of children and encourage them to develop their independence skills through everyday tasks and activities. As a result, they are well prepared for the next stage in their learning, including the move to school.
- Children are safeguarded and their well-being is promoted as staff demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Their training and knowledge is updated regularly and is supplemented by detailed policies and procedures.
- The committee, manager and all members of staff regularly reflect on their practice, pre-school procedures and the experiences provided for children. They set clear priorities for improvement and demonstrate a strong commitment to promoting high-quality provision.

It is not yet outstanding because:

- The provider does not always make the best use of supervision to improve all staff's personal effectiveness so that the high-quality practice already achieved, is sustained and ongoing.
- The book area is not as attractively presented as other areas in the playroom, to entice children to look at the wide variety of books provided and further encourage their early literacy skills.

What the setting needs to do to improve further

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

- review the systems for staff supervision so that their good practice is sustained and continually improved upon
- enhance the way books are displayed, in order to encourage children's interest and further develop their early literacy skills.

Inspection activities

- The inspector observed activities in the play area inside as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other documentation, including self-evaluation and policies and procedures to safeguard children's welfare.

Inspector

Jacqui Oliver

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 as staff have a secure knowledge of how children learn and develop. The pre-school environment is welcoming and offers children opportunities to play with a wide range of resources. Staff regularly observe and assess children's progress, using this information to plan purposeful activities to support next steps in learning. As a result, children make good progress from their starting points. Children's language and communication skills are well supported as staff model language and extend children's vocabulary. Staff make good use of questions to extend children's learning and to encourage their thinking. Daily routines and activities help to extend children's skills in counting and recognising numbers, such as when they play in the pretend fruit shop or jump in the squares outside.

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

Children are very happy to come to this welcoming pre-school. Staff are kind and caring and, as a result, children are settled and secure. Staff praise children for their achievements and efforts and this builds their confidence. Children are familiar with the well-established routines, which contribute to their good behaviour and strong sense of belonging. For example, they wait for their friends to finish eating before leaving the table and help to tidy away the toys when asked. There is a stimulating and well-resourced environment. However, the books are not as attractively presented as other areas, which make them less inviting for children to choose. Children learn about a healthy lifestyle through the provision of nutritious snacks and plenty of fresh air and exercise. They learn how to stay safe and manage risks themselves, particularly when playing with the climbing and balancing equipment outside.

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

The committee, manager and staff have a good understanding of their roles and responsibilities in meeting all requirements. Safeguarding practices are good, so children are well protected. The manager monitors the educational programmes to identify gaps in children's learning. This results in all children receiving quality care and learning opportunities, and making good progress across all areas of learning. The performance management of staff includes supervisions and peer observations. However, these do not always fully evaluate the quality of teaching, to support all staff's professional development and ensure the high quality practice is maintained. The manager effectively reviews the overall quality of the pre-school, and targets for improvement are routinely set and monitored. Staff have very good links with the school on site and other local schools, which enable them to support children's move on to full-time education.

Setting details

Unique reference number	254338
Local authority	Norfolk
Inspection number	871543
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	10
Number of children on roll	22
Name of provider	Weasenham Pre School Committee
Date of previous inspection	28 November 2008
Telephone number	07949 959 509

Weasenham Pre School was registered in 2000. It operates from a mobile classroom within the grounds of the village school. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens five days a week from 9am to 3pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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