

# Chapel Break Pre-School

Chapelbreak Village Hall, Bowthorpe, Norwich, Norfolk, NR5 9LG



## Inspection date

13 April 2015

Previous inspection date

3 February 2009

<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

- The quality of teaching is good as staff identify children's interests and next steps for learning. They offer children a creative variety of play experiences that motivate and support them in developing a positive attitude to learning. This prepares them well for the move on to school.
- Indoor learning is extended into the very well-resourced and exciting outside environment, and this supports children's individual learning styles extremely well.
- Children show that they have formed secure attachments with the staff. They are happy and enjoy their sessions in the pre-school. The good relationships built with their key person effectively promote children's emotional well-being.
- Parental involvement in their children's learning is highly valued and very well promoted. Parents receive regular, valuable advice on how to support their children at home. They speak highly of the staff and appreciate the good quality care and education provided.
- The well-qualified manager is passionate about the provision and demonstrates a constant drive to improve outcomes for the children. She provides strong leadership for an effective team of motivated and reflective staff.

### It is not yet outstanding because:

- Management does not always make the best use of systems to monitor staff performance, to consider in more detail the impact staff practice has on children's learning.
- The current process for tracking children's learning does not include the youngest children or target specific groups of children, to ensure that all children make the very best progress possible.

## What the setting needs to do to improve further

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

- strengthen teaching to raise children's achievements even more, by refining the performance management of staff, for example, by encouraging peer observations, in order to identify and share the very best teaching practice amongst the whole staff team and shape staff's professional development in the future
- enhance the system of tracking children's progress to inform further developments in teaching, so that the precise needs of the very youngest children and specific groups are identified, in order for all children to make excellent progress.

### Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and spoke to the chairperson of the pre-school trustee board.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day and the views of parents gathered through information included in the provider's own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

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

Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of exciting learning opportunities that interest and engage the children. As a result, children are highly motivated, curious and eager to learn. The creative area is popular. Children enjoy painting or using their own ideas to make models. Children receive lots of praise and encouragement from the staff who value and celebrate their efforts. Consequently, children feel very confident to explore and try new things. The communication skills of all children, including those who speak English as an additional language, are well supported. Staff model language very well and introduce new vocabulary during children's play or stories. Children practise early writing, counting and linking letters and sounds. Staff provide daily opportunities for children to participate in group activities for short periods of time. This helps children to sit and listen carefully and play cooperatively, which is good preparation for future learning at school.

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

Children thrive in this caring, stimulating and inclusive learning environment. Their independence is well promoted. Children choose whether to play indoors or outside and select the resources they would like to use. They manage their personal hygiene needs well and know that they need to wash their hands before eating. Children readily volunteer to help with snack preparation. Staff use this opportunity to guide children to use small knives safely, talk about how food is grown as they look at apple pips and to make healthy food choices. The outdoor play area provides excellent opportunities for daily physical exercise. For example, children practise their balancing and climbing skills, ride wheeled toys and learn basic ball skills. Staff are efficient in supporting children's social skills. Children behave well and learn to share, take turns and be kind to each other because staff use consistent ways to help their understanding. Consequently, children are learning key skills in readiness for school entry.

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

The manager and staff demonstrate a thorough understanding of their responsibilities to safeguard children, and implement a range of policies and procedures to support the efficient operation of the pre-school. The manager is developing a programme for staff supervision. However, this has not yet extended to implementing ways to share good practice further amongst the staff team, for example, by using peer observations. Staff are well qualified and use training and effective evaluation of the provision to make improvements. This has a positive impact on children's learning. Tracking of children's progress is good. However, it is not always clear how well groups of children, such as the very youngest, are progressing in their learning. There are good partnerships in place with parents and other professionals. These partnerships support children well, as information about their individual needs is regularly shared. Staff work closely with receiving schools to ensure that children are prepared well for the move on to school.

## Setting details

<b>Unique reference number</b>	254013
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866820
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	47
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Chapelbreak Pre-School Committee
<b>Date of previous inspection</b>	3 February 2009
<b>Telephone number</b>	01603 442059

Chapel Break Pre-School opened in 1992 and is run by a board of trustees. The pre-school is open Monday to Friday, from 8.50am to 11.50am and from 12 noon to 3pm, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above.

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