

# Necton Little Oaks

Grounds of Necton Primary School, School Road, Necton, Swaffham, PE37 8HT



## Inspection date

17 April 2015

Previous inspection date

11 June 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. Staff provide enjoyable learning experiences based on children's interests. As a result, children actively engage in purposeful and worthwhile activities. Children make good progress and develop key skills for their next stage in learning.
- Staff complete accurate assessments to identify any gaps in children's learning and target support where this is needed. Consequently, children make very good progress.
- Staff provide a friendly welcome for children. The strong key-person system and good care practices that meet children's individual needs, ensure that children are happy, settled and form very good relationships with staff.
- Children behave very well because staff encourage good manners and provide children with appropriate boundaries to help them understand behavioural expectations. As a result, children cooperate well with their friends, learn to share toys and wait for their turn.
- Partnerships with parents and carers are a strength of the pre-school. There is regular communication between parents and the staff. Parents have many opportunities to get actively involved in their children's learning. They speak very highly of the staff and the high quality of education and care provided.
- The committee, manager and staff demonstrate a very good understanding of how to protect and safeguard children. Through the implementation of detailed policies and procedures, they actively promote children's safety and welfare.

### It is not yet outstanding because:

- Monitoring of staff practice does not include strategies, such as peer-on-peer observations, to share good teaching practice more swiftly.

## What the setting needs to do to improve further

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

- strengthen the staff supervision process so that good practice is swiftly shared by the staff, for example, using peer-on-peer observations, thereby raising the standard of teaching further.

### 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 and the committee chairperson.
- 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 playgroup 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**

Staff have a very good understanding of how young children learn. They provide a well-planned environment and many opportunities for children to make decisions and become independent. Consequently, children spend long periods at self-chosen activities, learning new skills. Staff make good use of information from parents to plan children's learning. They support children's thinking and speaking skills effectively. For example, children enjoy discussing the properties of soil and water as they play together in their mud kitchen. Their mathematical skills are promoted extremely well. They use everyday language to talk about size, weight and capacity, comparing quantities and solving problems. Staff observe children at play and share with parents what children achieve and where they need support. Parents also receive advice from staff on how to support their children at home. Staff work in partnership with other professionals, when required, to promote progress for children who may require specific additional support.

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

Parents and children are warmly welcomed into the pre-school. Children enter confidently, settle well and happily engage in their play. They display high levels of confidence and self-esteem as staff form strong emotional attachments with the children and treat them with affection and respect. Children have a good understanding of how to keep themselves safe, such as knowing how to use tools and equipment safely. They are developing very good hygiene practices and manage their self-care very well. The pre-school provides children with snacks, offering a variety of healthy choices for them. Children enjoy fresh air and exercise every day. This helps them to develop their physical skills and supports their good health and well-being. Staff prepare children very well for their next stage of learning. Children become very familiar with the school environment as they visit regularly and are invited to attend school functions.

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

The dedicated committee and staff team work very well together and have a very good knowledge of their responsibilities to meet the requirements of the Early Years Foundation Stage. They regularly attend safeguarding training and have a good understanding of child protection issues. The recruitment of staff is robust. All suitability checks are completed to ensure that staff working with the children are suitable to do so. Staff use effective systems to monitor the educational programme and to track children's progress. They attend a wide range of training and this improves their knowledge and ability to ensure all children make good progress in their learning and development. However, there are fewer opportunities for staff to learn directly from each other to help strengthen the quality of teaching even further. There is a strong commitment to continuous improvement, actively seeking, and acting upon, the views of parents and children. Very good partnerships with other agencies and early years settings maintain continuity for children's learning.

## Setting details

<b>Unique reference number</b>	EY360445
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	863645
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Necton Little Oaks Committee
<b>Date of previous inspection</b>	11 June 2009
<b>Telephone number</b>	01760 722252

Necton Little Oaks opened in 1997. The pre-school employs four members of childcare staff all of whom hold an appropriate early years qualification at level 2 and above. The pre-school opens five days a week during school term time. Sessions are from 8.50am until 11.50am. On Mondays, Wednesdays and Fridays this is extended until 12:50pm. Afternoon sessions are held on Mondays and Wednesdays for the youngest children from 12.40pm until 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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