

Hellesdon Community Pre-School



Kinsale Infants School, Kinsale Avenue, Hellesdon, NORWICH, NR6 5SG

Inspection date

18 May 2015

Previous inspection date

24 March 2011

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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

- Staff's assessment of children's learning is sharp and precise. This enables them to plan activities that challenge and inspire children so that they make excellent progress.
- Children explore and learn in the highly stimulating environment, both indoors and outdoors. Staff ensure the environment promotes independence and self-confidence across all areas of learning.
- Staff are highly motivated and enthusiastic. They have exceptionally high expectations of children, who are consistently encouraged and motivated to learn. Staff sensitively follow children's lead in play. This enables children to be creative and adopt new ways of learning.
- Staff has developed extremely effective partnerships with parents. They adopt highly successful strategies to engage all parents in children's learning. Parents, carers and staff regularly exchange information, which significantly enhances children's learning in the pre-school and at home.
- Leadership is inspiring. The commitment to ongoing professional development is given the utmost priority. Training plans are developed by meticulously identifying areas to further develop, and by considering children's individual needs. Training is routinely disseminated to all staff, and has a direct impact on improving outcomes for children.
- Children's safety is integral to everything staff do. Robust policies and procedures are in place to ensure the safety and well-being of all children. Children learn how to keep themselves safe through learning how to identify and manage risk themselves.
- The manager has a highly successful drive for improvement. She inspires staff, parents and children to actively contribute to the pre-school's plans for development. This ensures the needs of children are exceedingly well met.

What the setting needs to do to improve further

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

- extend the already excellent opportunities for children to develop their early writing skills, by encouraging and inspiring them to make the most of opportunities to experiment with writing for a real purpose, to ensure they are exceptionally well prepared for school.

Inspection activities

- The inspector observed activities in the room where children play and the outdoor learning environment.
- 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 a sample of children's assessment records, activity planning and a range of other documentation, including risk assessments and policies.
- The inspector viewed the pre-school's self-evaluation form and action plan.
- The inspector checked the suitability of staff working with children, including Disclosure and Barring Service records and qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

Staff have an excellent knowledge of how children learn and demonstrate exceptional teaching qualities. Children make up a story about a shark as they bound up and down, acting out the story. Staff skilfully follow children's play, encouraging them to develop their own ideas and be imaginative. Staff perceptively know when to stand back to enable children to work things out for themselves, as they demonstrate determination and persistence. Staff regularly observe children and get to know them exceedingly well. The needs of children with special educational needs and/or disabilities are exceptionally well met. Staff secure timely support and interventions to help aid children's development. As a result, they make very rapid progress in their learning. Children are extremely well prepared for school, as they are encouraged to be curious and inquisitive learners. However, there is scope to extend the already excellent teaching practice. For example, by providing children with even more opportunities to further practise their skills in early writing, such as in activities that promote writing for a purpose, for example, role play.

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

Children have exceedingly secure emotional attachments with all staff. This means they settle quickly and use staff as a secure base from which to learn. Children are extremely independent as they dress for going outdoors, effectively supporting each other when necessary. Staff are excellent role models and are kind and responsive to individual children's needs. As a result, children show kindness and concern for each other. Children's physical development is extremely high priority. They regularly take part in activities to promote good health. Children learn about the effect of exercise on their body during an energetic activity, as they move like animals. Staff adopt consistent methods for managing children's behaviour. Consequently, children behave extremely well as they freely move around the pre-school. They learn how to respect and value diversity and regularly celebrate various cultural traditions. Inclusive practice is embedded in teaching. Staff adopt a variety of methods for communicating with children, such as sign language.

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

The manager has an excellent understanding of all legal requirements, and implements them to an extremely high standard. She has a highly competent approach to all aspects of her work. The manager ensures every aspect of the provision is regularly checked and evaluated to ensure all children make exceptional progress. Consequently, all children experience the highest quality care and education. All staff have an excellent knowledge of child protection issues, which means they are able to keep children safe. The manager has developed extremely effective partnerships with other settings and external agencies. As a result, the manager has acquired a wealth of knowledge, which she regularly shares with others. Staff have regular supervisions to ensure their ongoing suitability, and to evaluate their own practice. They are committed to their continuing professional development. Staff are well qualified and, as a result, children's needs are exceptionally well met.

Setting details

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| Unique reference number | 254106 |
| Local authority | Norfolk |
| Inspection number | 854848 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 40 |
| Number of children on roll | 90 |
| Name of provider | Hellesdon Community Pre-School Committee |
| Date of previous inspection | 24 March 2011 |
| Telephone number | 01603 484700 |

Hellesdon Community Pre-School is a committee-run group and registered in 1999. The pre-school employs nine members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 or above. The pre-school is open each weekday, from 8.30am to 12.30pm and 12.30 pm to 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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