

# Little Melton Pre-School Nursery



Little Melton Village Hall, Mill Road, LITTLE MELTON, Norfolk, NR9 3NX

<b>Inspection date</b>	19 June 2015
Previous inspection date	25 November 2011

<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

- Staff provide enjoyable learning experiences based on children's interests. As a result, children engage in purposeful and worthwhile activities.
- Staff continually observe and assess children's progress, which helps to provide educational plans that enable all children to make consistently good progress in relation to their starting points and capabilities.
- Parents are warmly welcomed and staff communicate effectively with them to ensure that children's needs are consistently met.
- Staff use highly effective strategies that promote children's communication and language skills. This has a very positive impact on all other areas of learning.
- 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. As a result, children are safeguarded and their well-being is promoted.
- The committee, manager and all members of staff regularly reflect on their practice, nursery procedures and the experiences provided for children. They set clear priorities for improvement and demonstrate a strong commitment to promoting a high-quality provision.

### It is not yet outstanding because:

- The process for observing staff practice has not been fully established to ensure that the high-quality teaching already achieved is sustained and ongoing.
- The effective systems for working in partnership with parents does not yet fully include information about how they can help support their child's learning at home.

## What the setting needs to do to improve further

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

- enhance the existing good systems for monitoring staff performance so children continue to receive the best teaching possible, for example, by fully establishing the use of observations of staff practice
- extend the opportunities for all parents to contribute to children's ongoing learning, for example, by sharing more ideas or resources for them to continue children's learning at home.

### Inspection activities

- The inspector observed activities in the play areas 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 nursery.
- 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 and evidence of the suitability of staff working in the nursery. She viewed 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**

Qualified staff ensure that children are confident, articulate, creative and well prepared for school and their future learning. Their interaction with children is warm and caring. They take time to listen with genuine interest to what children say. Children confidently share their news. For example, one child talks excitedly about her new shoes. Children enjoy using resources that capture their interest, such as making marks with the water and brushes outside. They are encouraged to recognise and write their name, which supports their early literacy skills. Group singing times provide good opportunities for children to learn about taking turns and sharing. They confidently join in with counting the currant buns, and act out buying them with their pennies. Children enjoy meeting the animals brought into the nursery, which help them to learn about the natural world and how to care for living things. Assessments of children's progress are regularly reviewed and shared with parents. However, strategies to support parents in continuing their children's learning at home are not yet fully established.

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

Children are happy and settled. They are very comfortable and often go to their favourite adult for a cuddle. Staff respond affectionately, providing children with a strong sense of belonging and promoting their emotional well-being. Children are very familiar with the well-established routines and this contributes to their good behaviour. Staff praise children for their achievements and efforts and, as a result, this builds their confidence. Children enjoy daily outdoor play, which supports their understanding of a healthy lifestyle. At snack time, they make healthy choices from a selection of fruit and vegetables. They count how many pieces of fruit they can have and pour their drinks, further developing independence. Staff encourage children to think about their own safety during everyday activities, such as using walking feet and kind hands. Effective links with local schools ensure the children are well prepared and quickly settle when they go to school.

### **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. All staff attend safeguarding training and have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. Robust recruitment procedures and ongoing suitability checks ensure staff are suitable to work with young children. The performance management of staff includes yearly appraisals and regular supervision meetings. However, this could be further enhanced by focusing in more detail on the quality of teaching, to support all staff's professional development and ensure the high-quality practice is maintained. Parents spoken to at the time of the inspection are highly complimentary about the nursery. They comment that their children really enjoy their time there and that they are making very good progress.

## Setting details

<b>Unique reference number</b>	254152
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	871539
<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>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Little Melton Pre-School Playgroup Committee
<b>Date of previous inspection</b>	25 November 2011
<b>Telephone number</b>	01603 812362

Little Melton Pre-School Nursery was registered in 1992. It employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens five days a week during school term times. Sessions are from 9.15am to 12.15pm, with the option of staying for lunch until 1.30pm on Wednesdays. The nursery provides funded early education for two-, three- and four-year-old children.

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