

The Little Normans Pre-School



Northwold Pre-School, Fendick Field, School Lane, THETFORD, Norfolk, IP26 5NB

Inspection date 26 June 2015
Previous inspection date 19 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Planning is not fully developed to consistently reflect individual children's next steps in learning, in order for them to make good progress.
- The process for observing staff practice has not been fully established to ensure that improvement to the quality of teaching is sustained and ongoing.
- Staff do not fully support parents to continue their children's learning at home.
- Self-evaluation is not yet being used effectively to fully monitor all areas of the provision and accurately identify areas for improvement.

It has the following strengths

- Staff develop very good relationships with the children and parents. This enables children to feel happy, secure and confident.
- Children are particularly well prepared for their move on to school. This is because of the very good transition arrangements that are in place and the strong relationships with the school.
- The committee, managers and staff have good knowledge of safeguarding procedures. This helps to protect children's safety and welfare

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used to monitor and track children's progress and inform the planning of challenging activities that sharply focus on their individual learning needs, therefore helping them to make the best possible progress.

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

- strengthen the systems for monitoring staff performance so children receive the best teaching possible, for example by fully establishing the use of observations of staff practice
- involve parents more in their child's learning by supporting them with ideas and information to enhance children's learning and development at home
- strengthen the monitoring and evaluation systems that are in place to ensure that any weaknesses are quickly identified and addressed to improve the provision for children.

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 managers of the pre-school.
- 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 requires improvement

Staff have an appropriate understand of how to implement the learning and development requirements. Indoor and outdoor play areas are well organised, creating a stimulating environment that supports all areas of children's learning. Staff observe children at play and assess their development. However, these assessments are not consistently used to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. Children learn to recognise and write letters. For example, a child very proudly shows the sign they have made for the rhyme box. Staff encourage children to share their ideas and listen carefully to what children have to say. This supports their communication and language skills and helps to prepare them well for starting school. Staff have appropriate systems in place to monitor individual children's progress and share this information with parents. However, staff do not offer ideas and information to support parents in continuing their children's learning at home.

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

Children are happy and settled in the pre-school. An effective key-person system is in place and staff have a good understanding of the children's individual needs. Staff are very good role models and are kind and respectful towards the children. They interact well with them, which results in a calm and friendly atmosphere. Children benefit from having free access to a very well-equipped outdoor play area. This helps to support their physical skills. Staff consistently praise children's efforts and thank them for being helpful, particularly when they do tasks by themselves. For example, children independently serve themselves at snack time from a range of healthy choices. This enables them to develop good self-care skills and feel proud of their achievements. Staff encourage children to think about their own safety during everyday activities, such as reminding them about the golden rules. 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 requires improvement

The management team have worked hard to improve the provision since the previous inspection. However, self-evaluation has yet to be used to effectively monitor all areas of the provision and accurately identify further areas for improvement. The committee, managers and staff have a good understanding of their roles and responsibilities. They attend regular safeguarding training and have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. Robust policies, recruitment and induction procedures, and supervision ensure that staff are suitable to work with children. The managers monitor staff performance, both informally through working alongside the staff and more formally through supervision and annual appraisals. However, the new management team have not yet had time to consolidate the new systems to drive good practice and support all staff's professional development.

Setting details

Unique reference number	257938
Local authority	Norfolk
Inspection number	1004953
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	The Little Normans Northwold Pre-School Committee
Date of previous inspection	19 January 2015
Telephone number	01366 728804

The Little Normans Pre-School was registered in 2000. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens each weekday during term time. Sessions are from 9am until 3pm Monday to Thursday and from 9am until 12noon on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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