

# School Lane Pre-School

School Lane, Sprowston, NORWICH, Norfolk, NR7 8TR



## Inspection date

9 July 2015

Previous inspection date

15 March 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		Outstanding	1
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 have a good understanding of the learning and development requirements of the Early Years Foundation Stage. This means that children thrive and are enthusiastic and motivated to learn.
- The key-person system is highly developed and extremely effective in meeting all children's emotional and learning and development needs.
- Children's safety is integral to everything the staff do. Robust policies and procedures are in place to ensure the safety and well-being of all children.
- Staff carry out self-evaluation that takes into account the views of children and parents. Plans are put into place to make improvements. This ensures individual children's needs are identified, especially for children who have special educational needs and/or disabilities or speak English as an additional language.
- Parents, outside agencies and staff have particularly effective partnerships and these result in the highly successful sharing of information. This means there is a consistent approach to promoting learning and well-being in the pre-school and at home.
- Staff have high expectations of children. As a result, children persist with activities and can concentrate for long periods of time. This helps to prepare children well for school.

### It is not yet outstanding because:

- The progress of particular groups of children is not yet fully considered as part of the process for tracking and planning for children's learning and development.

## What the setting needs to do to improve further

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

- refine the process for tracking children's progress to identify how well specific groups of children are achieving and to inform even more precise planning that supports rapid progress.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held meetings with the supervisor and staff.
- The inspector conducted a joint observation with the supervisor.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation records.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Dr Gill Coathup

## Inspection findings

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

Staff are very motivated and provide children with a purposeful and stimulating learning environment. Staff have high aspirations for all children and provide consistently good quality teaching and learning. Observations and assessments are precise and ensure that children's skills, knowledge and understanding are identified. Staff are tuned in to children's fascinations, needs and interests. For example, as staff work with children to make concertina models they are supported to use physical skills like folding, cutting and using glue sticks. Staff use a good range of questioning to extend children's knowledge about dragons. They are helped to recount their visit to a castle museum and can describe the model dragons they saw, using words like scary, fierce and shiny. The staff respond by adding other describing words. This contributes to effectively developing children's vocabularies and communication skills.

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

Children thrive and develop as they form extremely secure, emotional attachments with staff. Children's emotional well-being is highly promoted and this ensures that they settle quickly into pre-school. Staff take delight in the children's achievements and progress. Children are highly motivated and are confident to solve problems independently. For example, when two children are disagreeing about what the inside of castles are like, they find an information book and look at pictures together. Children meet the high expectations of the staff because staff model the behaviours expected of the children. They treat children with exceptional care, kindness and respect. This results in children playing and learning together in harmony and cooperation and they have high standards of behaviour. Children learn to respect and value diversity as they regularly explore a range of cultural traditions in depth.

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

The supervisor and staff have a good understanding of all legal requirements and implement them to a high standard. The supervisor ensures that the provision is regularly reviewed and evaluated so that children make good progress. Although the progress of individual children is tracked, there is not a sharp enough focus on analysing the achievements of specific groups of children. This means that planning is not yet as well informed as it could be to bring about more rapid progress. Staff undergo regular supervisions to ensure their ongoing suitability and to evaluate their teaching. There is an effective and well-developed programme of professional development. Training needs are carefully identified and staff always share their knowledge with each other after attending training. This means that there is continuous drive for improvement. Staff are well qualified and, as a result, children's needs are very well met.

## Setting details

<b>Unique reference number</b>	254259
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864536
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Sprowston Lane Nursery School Committee
<b>Date of previous inspection</b>	15 March 2011
<b>Telephone number</b>	07751835528

School Lane Pre-School opened in 1994 and is run by a committee. It is located in Norwich. The pre-school is open each weekday from 9am until 3pm, term time only. The pre-school receives funding for two-, three- and four-year-old children. There are nine members of staff, all of whom hold relevant qualifications ranging between level 2 and level 4.

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