

Arden Grove Pre-School

Arden Grove First School, Arden Grove, Norwich, Norfolk, NR6 6QA



Inspection date

8 July 2015

Previous inspection date

24 November 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff have developed effective partnerships with parents. They regularly share information with parents about children's learning. Parents value this and are very complimentary about the setting.
- The outdoor environment is a stimulating and interesting area in which children play and explore across all areas of learning. Children express their delight as they play in the water, find treasure in the sand and build a castle out of wooden blocks.
- Children's transitions to school are successfully managed as the setting has formed good links with schools. Children visit the school to become more confident and are encouraged by staff to be increasingly independent in their self-care.
- Children's behaviour is managed well by all staff who have a consistent approach and use clear and simple language. Staff are good role models and children learn to be kind and show concern for each other.
- The manager monitors all aspects of the practice. She checks staff's assessment of children's skills and oversees the planning of interesting and challenging opportunities. This ensures consistency in teaching and accurate planning for children's next steps.
- The manager is committed to ongoing development of practice and maintains a clear and precise plan for improvement. As a result, all actions from the previous inspection have been addressed successfully.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to extend children's mathematical development.
- Staff do not always involve children in activities which sustain their attention. Children often move on from activities too quickly and miss opportunities to extend their learning.

What the setting needs to do to improve further

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

- promote children's mathematical development further by making the most of opportunities to extend their learning, counting larger numbers and providing more innovative opportunities for investigating shape and size
- build on children's enthusiasm for learning, supporting them in prolonging and sustaining their attention as they investigate, explore and share their own ideas.

Inspection activities

- The inspector observed activities inside and outdoors.
- 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 qualification certificates.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

Children experience a good range of opportunities across all areas of learning. Children's early writing skills are promoted as they draw treasure maps and learn to write their name. This means children gain key skills for when they start school. However, opportunities for counting and exploring shape and size are not always promoted in order for children to make excellent progress. Staff do not always extend the mathematical learning potential in everyday activities, such as circle time or during the water play. Children enthusiastically join in with a role-play activity as they pretend to treat an injured staff member and take her to hospital. However, they soon move on to another activity as staff have not yet developed strategies to consistently sustain children's attention and involvement in all activities. Children work collaboratively as they use their creative ideas to build a tower. They listen to each other and guide one another as they follow instructions. This supports their social skills and ability to think critically.

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

Children learn to become independent as they help prepare their own snacks and drinks. They are encouraged to adopt healthy lifestyles as they follow good hygiene procedures. The setting promotes healthy eating and drinking, and children have regular opportunities for outdoor physical play. This effectively supports their physical well-being. Children work together as they build a castle collaboratively, therefore supporting their social skills. They negotiate, take turns and share resources. Staff regularly praise children for their achievements which encourages children to have a go and also supports their self-esteem. Children learn to keep themselves safe as they calmly follow instructions to evacuate the building during a fire practice. Children have built secure attachments with staff as they are happy to approach them for help. Children enjoy their time at the setting, eagerly expressing their enjoyment, particularly when playing with the water squirters.

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

There has been significant improvement to practice since the last inspection. Staff have a sound knowledge of how to keep children safe. The manager has secured improvement to practice by using a variety of methods to ensure all staff have regular training in how to safeguard children. The setting has developed effective partnerships with other settings. They share information about children's development. This promotes a shared approach to supporting learning and provides continuity. Staff value new opportunities for training and keenly share their new skills and knowledge with other team members. This enriches the knowledge and skills of all staff. Staff are well qualified and they have developed a good understanding of how children learn. This enables them to provide interesting and enjoyable activities for children. The manager regularly monitors staff performance in order to highlight strengths and tackle weaknesses promptly. She also effectively monitors children's progress so that their needs are quickly identified and appropriate interventions can be put in place.

Setting details

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|------------------------------------|----------------------------------|
| Unique reference number | EY292310 |
| Local authority | Norfolk |
| Inspection number | 999931 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 42 |
| Name of provider | Arden Grove Pre-School Committee |
| Date of previous inspection | 24 November 2014 |
| Telephone number | 01603 404553 |

Arden Grove Pre-School registered in 2004 and is run by a voluntary committee. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school is open each weekday from 8.50am to 11.50am during term time only. It provides funded early education for two-, three- and four-year-old children.

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