

Barford & Wramplingham Pre-School



Barford & Wramplingham Village Hall, BARFORD, Norfolk, NR9 4AB

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| Inspection date | 13 July 2015 |
| Previous inspection date | 18 May 2010 |

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

Summary of key findings for parents

This provision is good

- Equality and inclusion are at the heart of everything staff do with the children. Staff are highly effective in making sure that all children are able to participate fully.
- The key-person system is implemented well. This ensures that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents.
- Staff are good role models. They gently encourage children to share and take turns with popular resources. Children are helped to play harmoniously together and have respect for each other's needs and feelings. Consistent boundaries are in place to help children know what is expected of them.
- Staff have a good understanding of how children learn. They provide a wide range of activities that promote children's learning. As a result, children are eager to learn and are prepared well for the next stage in their learning, such as moving on to school.
- Management is highly effective in driving improvement. Management and staff demonstrate a strong commitment to working towards excellence in all areas. They are enthusiastic, motivated and work exceptionally well together as a team.

It is not yet outstanding because:

- Staff do not make the best use of outdoor activities. Children who prefer to learn in this environment, do not have consistent opportunities to see and use resources that promote their development in mathematics.
- Parents are not consistently helped to share what they know about their child, in order to remain involved in their child's learning and contribute to planning for their further progress.

What the setting needs to do to improve further

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

- support the sustained engagement of all parents, in order to encourage them to continue to share what they know about their child and be more actively involved in planning for their child's learning
- strengthen how children's mathematical development is supported in the outdoor environment.

Inspection activities

- The inspector observed activities in the main hall and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and the nominated person.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector viewed the provider's self-evaluation form and improvement plan.
- The inspector spoke to parents and took account of written testimonials from them.

Inspector

Jacqueline Mason

Inspection findings

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

Children are supported well to be ready for the next stage in their learning, such as moving on to school. Children develop the necessary skills, which helps them embrace new experiences with confidence. The quality of teaching is consistently good. Staff observe children regularly and track their progress towards the early learning goals. Assessment shows that where children's starting points are below those of other children their age, gaps are closing. Children are supported to make the best possible progress that they can. Children readily decide what they want to do each day. Older children select from the wide range of art materials and are encouraged to write their name on their work. Children write some recognisable letters. Staff encourage children to count in everyday play situations. Management recognises that children's access to mathematical resources in the outdoor environment is not so well planned for.

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

Children are happy, settled and enjoy their time in this warm and welcoming setting. They access a wide range of resources and toys, which are stored at low level. This enables children to choose what they want to play with, promoting their independence and sense of belonging. Staff talk to parents, to find out about children's starting points and individual routines. Parents are not consistently encouraged to continue to share what they know about their child, but report that communication is good. They are kept informed about their children's progress. Children's behaviour is managed well by staff who treat children with genuine regard and respect. Good behaviour is given meaningful praise. Children's health needs are met well. Outdoor play is encouraged and children are provided with healthy snacks. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as reminding children about the safe use of scissors.

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

Management and staff evaluate their practice effectively. They understand and meet the legal requirements. A range of policies and procedures are in place that promote children's physical and emotional well-being. Staff have a good awareness of the signs and symptoms of abuse, ensuring that they are able to recognise when a child is at risk. They know how to report concerns. The learning and development requirements are met well and are effectively monitored, to ensure good quality teaching and learning. Regular staff meetings and a programme of supervision, provides staff with effective coaching and mentoring. Staff are committed to their own professional development and readily address their training needs. For example, they attended training in autism, to ensure they are able to meet the individual needs of children with special educational needs and/or disabilities. Parents appreciate the level of support provided for their children and would readily recommend this setting to others.

Setting details

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| Unique reference number | 253951 |
| Local authority | Norfolk |
| Inspection number | 866809 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 53 |
| Name of provider | Barford Pre-School Playgroup Committee |
| Date of previous inspection | 18 May 2010 |
| Telephone number | 01603 757854 |

Barford & Wramplingham Pre-School registered in 1968. The setting employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two staff have early years degrees. The setting opens from Monday to Friday during school term time. Sessions are from 9am to 12 noon every morning, with a lunch club from 12 noon to 12.30pm. An afternoon session runs from 12.30pm to 3.30pm every day except Wednesday. The setting provides funded early education for two-, three- and four-year-old children.

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