

William Cowper Pre School Nursery

William Cowper Close, Toftwood, DEREHAM, Norfolk, NR19 1LT



Inspection date

17 September 2015

Previous inspection date

26 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff treat children with courtesy and respect. Children are happy and settled, and form strong bonds with the staff and each other. They are enthusiastic, confident and inquisitive learners.
- Staff have made significant improvements since the last inspection. For example, they now make use of effective observations and assessments to plan purposeful and challenging activities to extend children's learning and development. This means that children make good progress in all areas of their learning.
- Staff identify any gaps in children's progress and take steps to ensure gaps are closing.
- Parents speak very highly of the care and attention their children receive. The newly appointed supervisor and committee have developed systems to gain information from parents and to share details of their child's progress. Staff keep parents well informed about their children's learning, well-being and progress.

It is not yet outstanding because:

- Children do not have enough opportunities to learn about people and communities beyond their immediate family. Staff have not developed activities and resources sufficiently to teach children about people in the wider world.
- The committee and staff have not fully embedded the systems they have in place to ensure continual improvement.

What the setting needs to do to improve further

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

- enhance opportunities for children to learn about communities and people beyond their experience
- embed the recently developed self-evaluation systems and involve staff and the committee in order to continue the drive for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor.
- The inspector looked at relevant documentation, such as the pre-school's policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with children and staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Dr. Gill Coathup

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the newly appointed supervisor and committee have developed systems to ensure that all legal requirements are met. Staff have a good understanding of how to keep children safe. The arrangements for safeguarding are effective. Staff understand how children learn, grow and develop. The supervisor and staff work together to provide a range of stimulating and challenging experiences, which means that children progress successfully towards the early learning goals. The supervisor and the committee have developed procedures to review their practice and provision. Effective systems for monitoring performance, and supervisions are in place, but these are not yet fully embedded to ensure continued improvement of the pre-school.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan activities and provide resources to extend the children's learning. These are based on observations of the children's learning and assessments of what the children know, understand and can do. Children giggle with delight as they play with hoops outside, and staff play alongside them. They develop their physical skills and awareness of each other. For example, they negotiate space, adjusting their speed and direction to avoid obstacles. Children develop communication skills by talking about what they are doing. Staff use words such as, under, over, through and slower to describe the children's actions. This develops the children's mathematical vocabulary. However, children do not have enough opportunities to learn about people and communities beyond their immediate family.

Personal development, behaviour and welfare are good

Children are well behaved and understand boundaries and expectations. Staff support children to talk through disagreements with each other. As a result, children's emotional well-being and self-confidence to explore their learning environment are well developed. Staff tailor activities and resources to the children's interests. For example, staff support children's current fascinations with 'creepy crawlies' through a range of planned learning opportunities that help children to develop their knowledge and understanding of the natural world. Children share and take turns as they play together. For example, children independently use a timer to help them take turns on the computer and in the role-play area. Staff provide children with good opportunities to learn about a healthy diet as they grow vegetables and enjoy healthy snacks at the pre-school.

Outcomes for children are good

Teaching is good and children make good progress. Children are independent, motivated and are well prepared for school. They are encouraged to write their names and develop an understanding of initial sounds, listen to stories and use props to help them to retell the story. As they 'bake' in the role-play area they learn about measures, quantities and cooking times. Staff and children talk about feelings and emotions, developing an awareness of their own feelings, and the impact that their actions might have on others.

Setting details

Unique reference number	254350
Local authority	Norfolk
Inspection number	1011372
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	9
Name of provider	William Cowper Pre school Nursery Committee
Date of previous inspection	26 March 2015
Telephone number	07756 695387

William Cowper Pre School Nursery first registered in 1984. It operates from the grounds of Toftwood Infants School. The setting employs four members of childcare staff. Of these, three are qualified at level 3 and one at level 2. The setting opens from 8.50am to 11.50am and opens during term time only. The setting provides funded early education for two-, three-, and four-year-old children.

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