

Victoria Pre School

Dell Primary School, Winston Avenue, Lowestoft, Suffolk, NR33 9NP



Inspection date	25 September 2015
Previous inspection date	20 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children explore and learn in a highly stimulating environment, both indoors and outdoors. Staff ensure the environment promotes independence and self-control across all areas of learning. Children make good progress in their learning and development.
- Staff have high expectations of children who are consistently encouraged and motivated to learn. Staff sensitively follow children's lead in play. This enables children to be creative and adopt new ways of learning.
- Staff have developed very effective partnerships with parents. They adopt a range of successful strategies to engage all parents in children's learning. Parents, carers and staff regularly exchange information which enhances children's learning in the pre-school and at home.
- The key-person system is highly effective. Children make extremely secure emotional attachments with all staff. They settle quickly and use staff as a secure base from which to learn. Parents speak of the high-quality service that the pre-school provides.
- Management seek the views of parents, staff and children as part of the drive for improvement.

It is not yet outstanding because:

- The supervisor and committee have not yet fully targeted the supervision and monitoring of staff practice to focus on raising the quality of teaching more swiftly.
- Staff do not use the information provided by observations precisely enough to identify and build on the different ways in which children learn.

What the setting needs to do to improve further

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

- make better use of information from observations to precisely assess the different ways in which children learn, so that all children are challenged to the highest level
- strengthen the recently implemented systems for staff supervision, in order to help staff reflect on their practice and secure rapid improvements in the quality of teaching.

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 self-evaluation, 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

Gill Coathup

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed supervisor understands and implements all legal requirements to a high standard. She monitors every aspect of the provision to ensure children's safety. Safeguarding is effective. Staff and leaders have a sound knowledge and understanding of child protection, and know what action to take in order to reports concerns about a child's welfare. Staff evaluate the setting to ensure children experience high-quality care and education, and all children make good progress. Staff are well qualified and children's needs are well met. The supervisor has developed very effective partnerships with external agencies and the adjoining nursery. This means that children are well prepared for the next stage of their learning. Staff have regular supervisions to evaluate their practice. This system is in its infancy and is not yet fully focused to help staff reflect on their skills and raise the quality of teaching to the highest level.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn. They secure timely interventions to promote children's learning and development. A group of children explore an activity bag with a member of staff. They use props as they sing a song; they use a timeline to help them identify the next activity. As children thread wooden fruit onto a lace, they name the fruit and count competently up to nine. They concentrate and take turns. Children are well prepared for nursery as they are encouraged to be curious and independent learners. Staff skilfully follow children's play, encouraging them to develop their own ideas. Children demonstrate determination and persistence as they manipulate tools and materials to make cakes in the mud kitchen. Staff make precise and regular observations of children's learning and plan challenging activities. These observations are not always fully analysed in order to identify the different ways in which children learn in order to inform even more precise planning.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They are extremely kind and very responsive to children's needs. As a result, very young children show kindness and concern for each other. Children's physical development is a very high priority. Children take part in activities to promote good health. They independently wash their hands before eating their fruit during their self-managed snack time. Staff adopt consistent methods for managing children's behaviour. Boundaries are very secure and well understood by the children. Children behave extremely well as they move freely around the pre-school. They learn to respect and value diversity as they learn about various cultural traditions. Staff embed inclusive practice in teaching. They adopt a variety of methods for communicating with children, such as sign language and visual timelines.

Outcomes for children are good

Teaching is good. Children are independent, motivated learners. They develop key skills, particularly related to their personal and social development. Staff use emotion puppets, to help children develop an awareness of their own feelings and the impact that their actions might have on others.

Setting details

Unique reference number	251703
Local authority	Suffolk
Inspection number	871469
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	12
Name of provider	Victoria Pre School Committee
Date of previous inspection	20 June 2011
Telephone number	01502 515522

Victoria Pre School registered in 1994. It is committee run and operates from a designated room within Dell Primary School, in Oulton Broad, Suffolk. The pre-school is open Monday to Friday, during term time. Sessions are from 8.40am until 11.40am and from 12.40pm until 3.40pm. The pre-school employs seven members of staff, all of whom hold qualifications at level 3 or above. The pre-school provides funded early years education for two-, three- and four-year-old children.

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