

Kings Park Pre-School

King's Park School, King's Park, DEREHAM, Norfolk, NR19 2AH



Inspection date

9 October 2015

Previous inspection date

26 March 2010

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The key-person system is highly effective. Children make extremely secure emotional attachments with all staff. They settle quickly and use this strong relationship with staff as a secure base from which to learn.
- Staff reflect on their practice and use supervision successfully to review their knowledge and understanding, and plan appropriate training. This helps them to improve their teaching skills further.
- Staff provide children with a stimulating and well-resourced environment and encourage children to follow their own ideas in play. Children are confident decision makers and show high levels of involvement in their learning.
- The manager provides good leadership. The views of parents, staff and children are sought as part of the drive for improvement.
- Children relish opportunities to learn and socialise in mixed age groups. This offers them new experiences and challenges, and further opportunities to learn and develop.

It is not yet outstanding because:

- Staff do not always give children enough time to think about and share their ideas and responses to questions posed.
- Staff do not review the progress of groups of children sufficiently well to identify more precise teaching and learning opportunities to address any gaps in progress swiftly.

What the setting needs to do to improve further

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

- provide more opportunities for children to have time to think and find their own answers to questions
- make better use of information from assessments to review the progress made by different groups of children so that planning can be more precisely focused.

Inspection activities

- The inspector observed activities and the quality of teaching during activities both inside and outdoors.
- The inspector looked at relevant documentation, such as evidence of the qualifications and suitability of staff working in the playgroup.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out an interview and joint observation with the manager.
- The inspector spoke with a small selection of parents during the inspection and took account of their views.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.

Inspector

Gill Coathup

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified. She has high expectations of herself, the staff and children. She ensures that staff fully understand their roles and responsibilities, and have a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. The manager and staff understand and follow robust safeguarding procedures to ensure children are kept safe and protected from harm. They have a sound knowledge of child protection and know what actions to take to report concerns about a child's welfare. Staff provide a safe environment and help children to learn about safety and risk through planned activities and daily routines. The manager and staff develop very successful relationships with parents and the local schools. This helps to ensure that children continue their learning at home and are well prepared for their transfer to school. The manager has detailed information about the progress that individual children make. However, systems to review the progress made by specific groups of children are still being developed.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a good knowledge of children's skills, abilities and how they learn. They plan activities that follow children's interests. Children are engaged in their learning and make good progress towards the early learning goals. Staff provide resources and activities to help children learn about people outside their immediate families and community. As staff and children go on a pretend picnic, staff support the children's communication and language skills. For example, they talk about where they might go and the contents of the picnic basket. Some staff are highly skilled in using questions to prompt children to think for themselves. However, this is not yet consistent across the pre-school because some staff do not yet use questions effectively to allow time for the children to think and respond.

Personal development, behaviour and welfare are good

Children form close attachments with the kind and attentive staff. The staff are very good role models and children learn to treat each other with courtesy and respect. For example, older children help younger children to share toys and to take turns. Children behave very well. They understand boundaries and expectations. The indoor and outdoor environments are highly stimulating. Children are confident and active explorers outdoors. Their physical well-being is good. Children learn about healthy lifestyles as they share balanced and nutritious snacks and meals. Staff and children talk about the health benefits of what they are eating.

Outcomes for children are good

Teaching is good. Children develop key skills. They learn to write their own names and recognise the sounds that letters make. As they play, they gain an early understanding of numbers, shapes, measures and quantity. Children learn to be independent and gain a sense of responsibility. They choose resources and toys which they put away when they have finished with them. Older children confidently take care of their personal needs, such as washing their hands and pouring drinks.

Setting details

Unique reference number	257907
Local authority	Norfolk
Inspection number	867097
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	40
Name of provider	Kings Park Pre-School Committee
Date of previous inspection	26 March 2010
Telephone number	01362 699423

Kings Park Pre-School was registered in 1992 and operates from a static building on the Kings Park School site. It is open Monday to Friday during term time from 8.50am to 11.50am and from 11.50am to 2.50pm. There are five members of staff, four of whom hold relevant childcare qualifications ranging from level 2 to level 5. The pre-school provides funded early years education for two-, three- and four-year-old children.

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