

Town Tots Pre School

North Walsham Junior School, Manor Road, North Walsham, Norfolk, NR28 9LH



Inspection date	21 October 2015
Previous inspection date	3 October 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers carry out regular, ongoing evaluations of practice in order to improve outcomes for children. They have high expectations of what the pre-school staff can help children achieve, and have developed a targeted plan to develop practice further.
- Staff's knowledge of what children know and can do is accurate. This means they plan interesting and challenging activities to support children's learning. Children are enthusiastic and readily engage in activities and opportunities offered to them.
- Staff skilfully support and extend children's learning through effective teaching methods, such as questioning and modelling language. They play alongside children, encouraging and motivating them in their learning.
- Staff act as good role models and are consistent in managing children's behaviour. Children learn how to keep themselves safe and to value and respect others.
- Children build secure emotional relationships with staff. They confidently ask for support when needed and show enjoyment as they engage staff in their play.
- Children make consistently good progress in their learning. Staff effectively monitor children's progress in order to quickly identify and implement extra support where needed.

It is not yet outstanding because:

- Children's exploration of information and communication technology is not always fully supported.
- Children who prefer to learn outdoors do not yet have a wide range of highly stimulating opportunities to inspire them.

What the setting needs to do to improve further

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

- provide even further opportunities to promote children's independent learning and awareness of information and communication technology, in order to better support their keen interest in this area of learning
- promote children's learning outdoors even further by providing inspiring and enriching opportunities to ignite children's interest across all areas of learning.

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 deputy manager.
- The inspector held a meeting with the deputy manager and manager. She 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 to a small selection of parents during the inspection and took account of their views.
- The inspector sampled a range of other documentation, including the pre-school's policies and procedures, risk assessments and the learning and development records of children.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. Leaders and managers have effective systems in place for the supervision and monitoring of staff performance. Training opportunities are quickly identified and staff's knowledge is regularly updated. Staff are well qualified, which helps children benefit from consistently good quality of teaching. Leaders and managers implement a robust set of policies and procedures to support their good practice. The health and safety of children and staff are given high priority as regular, thorough checks of the setting are completed. Leaders and managers build good relationships with other professionals to support children who require further interventions, to promote their learning and development. They work closely together, sharing information, to support children consistently and effectively.

Quality of teaching, learning and assessment is good

Staff know the children well and have a good understanding of how children learn. They regularly observe children as they play and plan effectively for their next steps in learning. There is generally a wide variety of opportunities indoors for children to choose from. Staff have developed effective partnerships with parents as they regularly share information about children's learning and encourage parents to support their learning at home. Children develop a positive awareness of similarities and differences in society as they have regular opportunities to learn about the diverse world in which they live.

Personal development, behaviour and welfare are good

Children develop confidence as they move around the setting, choosing what they would like to do. They are familiar with daily routines, such as having their daily snack, and follow instructions carefully. Children are encouraged in their independence as they manage their own personal hygiene and pour their own drinks. Children's physical well-being is supported as they run, climb and slide in the outdoor area. However, the outdoor area is not yet highly stimulating to enthuse and motivate all children, particularly those who prefer to learn outdoors. Children develop a sense of belonging as photographs are displayed of them and their family. Children happily sit with staff as they look at pictures and talk about their families. Children are encouraged to share and take turns as they play alongside each other, and staff ensure children are given ample resources and choice.

Outcomes for children are good

Children's development in their communication and listening skills is supported well within the pre-school. Staff's effective monitoring of children's progress has highlighted this as an area where some children need additional support. Individual children are quickly targeted and staff implement successful strategies to support their learning. Additional funding is used effectively to support children to make good progress in this important area of learning. This means children are well prepared for when they start school, as they learn to listen and respond.

Setting details

Unique reference number	EY419842
Local authority	Norfolk
Inspection number	852040
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of provider	The Benjamin Foundation
Date of previous inspection	3 October 2011
Telephone number	01692407012

Town Tots Pre School was registered in 2011. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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