

Buckenham Pre-school Group & Nursery

Buckenham Community Primary School, Abbey Road, Old Buckenham, Norfolk, NR17
1RH



Inspection date

4 November 2015

Previous inspection date

16 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children enjoy attending this welcoming and friendly pre-school. They are provided with a broad range of stimulating play and learning opportunities inside and outdoors. The quality of teaching is good and staff know the children well. Children make good progress in all areas of their development in readiness for school.
- Staff have a warm and caring rapport with the children and recognise the uniqueness of each child. The key-person system supports engagement with all parents and enhances the relationship with children. Parents are encouraged to share in their children's learning and experiences in the pre-school and support their learning at home.
- Positive changes have been made since the last inspection. The committee and staff work well together as a team. They have a good system of self-evaluation that involves gathering the views of parents and children, to plan for future improvements.
- Very effective relationships with teachers at the local schools are established. Staff work consistently with them throughout the year to provide continuity in children's learning and support their move to school.

It is not yet outstanding because:

- Staff do not always recognise when younger children need even more encouragement to fully explore and get the very best learning from adult-led activities.
- Staff supervision is not sharply focused on identifying aspects of teaching that can be further improved to raise the quality of teaching and learning to an exceptional standard.

What the setting needs to do to improve further

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

- provide even more encouragement to two-year-old children to use and explore fully the adult-led activities available
- build on the programme of professional development for staff and increase the potential to consistently deliver teaching of the very highest quality.

Inspection activities

- The inspector observed activities and the quality of teaching during activities both inside and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor and the chairperson of the trustees. She looked at relevant documentation, including records of children's learning and development, planning documentation, the pre-school's self-evaluation and improvement plan.
- The inspector checked evidence of the suitability and qualifications of the staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staffs' knowledge in relation to safeguarding children is very secure. They are fully aware of the procedures for reporting any concerns. Good staff deployment ensures that children are well supervised and they work particularly well together to meet the needs of the children. Staff access relevant training and cascade ideas and learning amongst the team. They receive regular supervision to drive the quality of care and education forward. However, the arrangements do not focus precisely enough on identifying aspects of individual staff member's practice that can be developed further, in order to improve the quality of teaching to the very highest level. The leadership team are determined to continue to make positive changes. They have worked hard on addressing actions raised at the last inspection, as well as making considerable improvements to the outdoor environment.

Quality of teaching, learning and assessment is good

Well-qualified staff demonstrate a sound understanding of how children learn. They use information provided by parents and their own observations to recognise children's progress and understand their needs. Staff provide a good range of activities that motivate children to learn and provide focused support if needed. Children show good levels of involvement in their chosen play. They especially make good progress in their personal, social and emotional development and develop good physical skills and abilities. Staff incorporate a good range of adult-led and group activities to the daily routine. They make use of these occasions to extend children's communication skills by encouraging them to talk about what they have brought from home for the topic. Early mathematical development and an eagerness to explore colour and creativity are also promoted well. However, occasionally staff do not monitor what two-year-olds are doing carefully enough, to notice when the youngest ones need a little more encouragement to fully take part.

Personal development, behaviour and welfare are good

Staff get to know the children very well and provide very good care. Parents comment positively, say that they feel very supported in settling their child and regularly share information with staff, that supports children's ongoing progress. Staff place great importance on recognising children's achievements with meaningful praise and encouragement. Children learn to persevere and achieve their goals which raises their self-confidence. Staff consistently encourage good behaviour, respect for others and help children to know what is expected of them. They learn good hygiene practices and are becoming increasingly independent in their self-care skills. Children benefit from lots of outdoor learning. They help plant and grow vegetables for snack, are physically active and delight in exploring a wide variety of natural materials.

Outcomes for children are good

Staff give clear emphasis on helping children develop the key skills they need for their move to school. Children develop good independence and social skills. Many recognise their names, some form letters and understand that these have meaning. Overall, children including those who receive funded education, make good progress.

Setting details

Unique reference number	EY216944
Local authority	Norfolk
Inspection number	1028608
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of provider	Buckenham Pre-school Group & Nursery Committee
Date of previous inspection	16 September 2013
Telephone number	07799 778806

Buckenham Pre-school Group & Nursery was registered in 2002 and is run by trustees. The pre-school employs five members of childcare staff. All five staff hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am to 11.30am and 12 noon to 3pm although children can attend over the lunchtime period. The pre-school provides funded early education for two-, three- and four-year-old children.

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