

Stoke Holy Cross Pre-School

The Pavilion, Long Lane, Stoke Holy Cross, Norwich, Norfolk, NR14 8LY



Inspection date

19 November 2015

Previous inspection date

14 July 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 pre-school's management team demonstrate a strong commitment towards achieving excellence in all areas. The committee actively support the staff in their work. Staff are enthusiastic and motivated.
- Partnerships with parents are friendly and trusting. Parents are kept well informed about the pre-school and their children's progress.
- Staff have developed good partnerships with others who provide care and learning for children. This helps to ensure that any concerns about children's care or learning can be quickly identified and managed.
- The quality of teaching across the pre-school is consistently good. Staff plan a varied and interesting range of activities indoors. Children's progress is supported well.
- Children respond well to the high expectations of staff. They understand the consistent rules and play well together. Children have regard for each other's needs and feelings.
- Staff effectively support children to develop a positive sense of themselves. Children are encouraged to embrace their similarities and differences and develop positive attitudes to each other and people beyond their own experiences.

It is not yet outstanding because:

- Staff do not focus well enough on promoting children's developing awareness of technology.
- Staff do not consistently consider a wide range of activities when planning for the outdoor environment and this does not fully support those who learn best when outdoors.

What the setting needs to do to improve further

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

- focus more closely on supporting children's developing awareness of technology
- make better use of a range of activities in the outdoor area to promote all children's progress.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the provider.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The management team understands its responsibility to meet the legal requirements. Parents are very positive about the way the pre-school is run and report that they have seen significant improvements over the last year. The views of parents are sought when planning for improvement. The management team is fully aware of the areas for improvement and have a challenging, but achievable, action plan in place. This is reviewed regularly to ensure that changes have a positive impact on the experiences for children. Safeguarding is effective. All staff attend regular training in child protection, ensuring that they are kept up to date with latest guidance. A regular system of supervision has been introduced, effectively promoting a culture of mutual support.

Quality of teaching, learning and assessment is good

Staff know the children well and understand what they need to do to support their continuing progress. They respond well to children's interests and join in their play, effectively encouraging children to play imaginatively based on their own experiences. For example, when children are playing in the role-play area, the game quickly moves on to them pretending to go on holiday. Staff extend the children's play skilfully, introducing the idea of passports and encouraging children to make their own passports. Children understand that print carries meaning and readily suggest that they need a picture of themselves and their name on the passport. Staff engage children in conversation and children develop an extensive vocabulary. Teaching strategies take account of children's individual learning styles.

Personal development, behaviour and welfare are good

Children feel safe and secure in their relationships with staff. The key-person system is implemented well, ensuring that there is always a named person to take responsibility for each child's care and learning needs. Parents speak highly of staff, describing them as friendly, approachable and caring. Staff are good role models and treat children with respect and positive regard. Children respond well to this and are happy and settled. They understand the consistent rules, readily recalling them in whole-group times. For example, they tell staff that one of the rules is to not shout and are able to explain why this rule is important. The premises are safe and secure. Staff have good processes for when children are taken outdoors, including the use of walkie-talkies so that they have contact with those indoors. Children manage their own self-care, readily going to wash their hands before eating.

Outcomes for children are good

Staff check children's learning regularly. Records show that all children are making progress from their starting points. Management has recently introduced a system for tracking cohorts of children. Early indications are that this is successful in identifying gaps in the learning of groups of children, such as girls and boys, so that steps can be taken to address them. Children develop the skills needed to be ready for school. They find their written name on arrival and have weekly visits to the local primary school where they take part in physical education in the school hall.

Setting details

Unique reference number	254295
Local authority	Norfolk
Inspection number	866862
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	16
Number of children on roll	28
Name of provider	Stoke Holy Cross Pre-School Playgroup Committee
Date of previous inspection	14 July 2010
Telephone number	07731423059

Stoke Holy Cross Pre-School has been operating for more than 35 years. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during school term time. Sessions are from 9am to 12 noon on Tuesday to Friday with a lunch club from 12 noon to 1pm on Tuesday to Thursday. An afternoon session runs on Mondays from 12 noon to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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