

# Norris Green Pre-school

Norris Green Baptist Church, 168 Parthenon Drive, Liverpool, L11 5AW



## Inspection date

10 December 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leadership is strong. Effective measures are in place to support all staff to increase the quality of their practice and build on the knowledge gained from their existing qualifications.
- Self-evaluation is accurate. Leaders make good use of information obtained from staff, parents and children to form an ambitious plan for the future development of the pre-school.
- Staff interact sensitively with children. They support children very well in following their own interests and provide experiences which they find interesting and challenging.
- Staff make very good use of opportunities to help children understand how to keep themselves safe and healthy. Children demonstrate a good awareness of how to manage risks safely.
- From their individual starting points, children progress well. Staff help children to develop positive attitudes towards learning which prepare them well for the eventual move to school.

### It is not yet outstanding because:

- Staff have not yet fully developed systems to promote regular information sharing between themselves, parents and other providers, in order to provide more effective continuity of care and learning experiences.
- Staff do not make the most of opportunities to maximise the learning and engagement of children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- enhance the highly effective partnership working with parents and other providers and further improve continuity and outcomes for children
- extend the use of the outdoor area and maximise learning opportunities for children who prefer to learn outdoors.

### Inspection activities

- The inspector observed a variety of activities and assessed the impact of the quality of teaching on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector spoke to a small selection of parents and took their views into account.
- The inspector met with the provider to discuss and review a range of operational documents, including policies, the pre-school's self-evaluation form and staff supervision records.
- The inspector spoke with staff at appropriate times during the inspection and reviewed evidence of their suitability and qualifications.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has formed strong working relationships with the local authority and is proactive in accessing support for the pre-school. The provider monitors the quality of the educational programmes and children's progress well. She uses this information effectively, in conjunction with additional funding, to further enhance the provision. The arrangements for safeguarding are effective. Staff have a clear understanding of how to identify potential indicators of abuse and follow the correct local reporting procedures. This helps them to protect children from harm. The provider has introduced robust recruitment and vetting procedures to verify the suitability of staff. She observes and assesses the quality of their practice regularly. Leaders have implemented a detailed set of policies which underpin the good quality of practice.

### Quality of teaching, learning and assessment is good

Staff have high expectations of children. They challenge children who are very able, for example, to count to higher numbers and add and subtract. Staff analyse their observations of children's learning. They make good use of this information to plan activities which further promote children's development and interests. Children's progress is assessed regularly and parents are asked for their input, particularly to help staff form children's starting points. Staff use questioning well, for example, to help children consider what might happen when they mix sand and ice together. Children enjoy talking about what they can see when they use malleable dough to make faces. Staff provide good support for children to develop early writing skills. Children learn to operate technology and they successfully navigate remote-controlled toys around the room. Staff record key words for those children who speak English as an additional language, to help them use their home language at pre-school.

### Personal development, behaviour and welfare are good

Staff have created a warm, welcoming and stimulating indoor environment. Children develop independence well. They help to prepare their own snacks and complete intimate care routines with support from adults, where appropriate. The key-person system is well embedded in practice and helps staff to develop close relationships with children and understand their individual needs. Children receive good support to develop an understanding of turn taking and other social skills, such as listening to others. This makes a positive contribution to how prepared they are for the eventual move to school. Children show they can manage risks independently. Staff are vigilant in identifying and minimising any hazards through risk assessment. Children learn about the world around them as they explore other cultures. Staff are good role models, who enhance children's understanding of diversity and difference.

### Outcomes for children are good

Children gain the skills which prepare them well for future learning. Staff work well with other professionals to support the needs of disabled children and those with special educational needs. Relative to their starting points, all children are making good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY481993
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	995495
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Rosie and Jim's Childcare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07852575943

Norris Green Pre-school was registered in 2014. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications or are working towards them and the provider holds a relevant degree. The pre-school opens from Monday to Friday in term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school also provides care for disabled children and those with special educational needs. They also provide care for children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

