

Norton Pre-School

Honeywood Corner, Ixworth Road, Norton, Suffolk, IP31 3LE



Inspection date

12 February 2016

Previous inspection date

25 February 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The committee do not have a detailed enough picture of how well the setting is doing because they are not regularly checking the quality of teaching or the progress that children are making.
- Not all staff are able to engage boys in sustain periods of meaningful play.
- The learning environment is not kept tidy, inviting and stimulating throughout the session to promote good quality learning experiences.
- The new assessment and tracking system has not had sufficient impact on identifying groups of children who are not progressing at the expected level.
- The settings evaluation of the quality of the provision is not thorough enough to identify what the setting needs to improve.

It has the following strengths

- The manager and staff team have pulled together to address most of the areas for improvement at the previous inspection. The manager has introduced new systems, revised procedures and improved resources. This has had a positive impact on the welfare and learning environment offered to the children.
- A good range of information and communication technology resources are available to support children's developing awareness of the world and how things work.

What the setting needs to do to improve further

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

- ensure the committee have a clear picture of what the setting does well, where it needs to improve and an overview of the progress being made by the children so that they can effectively monitor the quality of the provision
- ensure all staff are able to engage with boys in ways that build on and value their interests and promote good quality learning experiences
- ensure that resources are presented in an inviting way throughout the whole of the session so that children can access them at all times to maximise their learning
- accurately evaluate the weaknesses in all areas of practice and implement the necessary improvements to get to good.

Inspection activities

- The inspector held meetings with the pre-school leader, chair of the committee and staff.
- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability, qualifications and training of staff working in the pre-school.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspectors took account of the views of parents.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems for evaluating the quality of the provision are not rigorous enough. The improvements made in the assessments and tracking of every child's attainment are still being established. Although the committee offer assistance when requested, they do not check that staff help children make the best possible progress. The leadership team and staff have worked hard to address most of the issues raised at the last inspection, such as keeping records of the vetting procedure carried out on all staff and providing a range of good quality resources which offer children the opportunity to use information and communication technology in their everyday play. The arrangements for safeguarding are effective. There are appropriate procedures and support for staff to ensure they are suitable to work with children. The management team and staff fully understand the procedures to protect children from harm. The setting works effectively with parents.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Some staff are able to tune in to and engage with boys in ways that build on and value their interests. However, other staff are less skilled in this regards and as a result, boys are often wondering around and their play becomes boisterous and repetitive. This slows the progress they make. Nonetheless, staff are confident in helping children develop their mathematical skills. Children enjoy exploring size and shape and are encouraged to count. The manager is a good practitioner who acts as a positive role model to other staff. She skilfully uses questions to encourage children to think, to use language to share their ideas and solve problems. For example, when a child is upset that a piece of a game is lost, she engages children in the task of how to find it and what could have happen to it.

Personal development, behaviour and welfare require improvement

Not all staff recognise when children need additional support or resources to interest and motivate them in their learning. For example, at the start of the session the role-play area was tidy, full of resources and well used by children, however, it soon became under resourced and messy so children did not play with it. Staff did not respond by asking children to tidy the area or add additional resources to extend their play. Children play independently, interact with other children well and generally enjoy their time at the pre-school. Staff deploy themselves effectively to supervise children so that they are safe and children are able to choose whether they play indoors or outdoors. On the day of the inspection most stayed inside.

Outcomes for children require improvement

Children do not yet make consistently good, or better, progress to ensure they are fully prepared for the next stages in their learning. The pre-school has not made the most of the additional government funding to bring extra benefits to those children who are eligible for it. Children are active and motivated as they play and explore. For example, they enjoy feeling the different textures in the building tray and comparing the size and shape of the plastic animals. They are able to concentrate when engaged in play activities. Older children are able to recognise the letters in simple words.

Setting details

Unique reference number	EY312532
Local authority	Suffolk
Inspection number	1036439
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	26
Number of children on roll	93
Name of provider	Norton Pre-School (Bury St Edmunds) 0-5 Years Committee
Date of previous inspection	25 February 2015
Telephone number	01359 232736

Norton Pre-School was registered in 2005 and is managed by a voluntary management committee. The pre-school is open each weekday during term time only. There is a breakfast club from 8am to 9am, a morning session from 9am to 12 noon, a lunch club from 12 noon to 1pm and an afternoon session from 1pm to 3pm. There is an after school club from 3pm to 5pm. The pre-school is in receipt of funding for nursery education for two-, three- and four-year-olds. There are 13 members of staff employed at the setting. Of these, the manager hold an appropriate early years qualifications at level five, two staff hold appropriate early years qualifications at level 4, five hold a qualifications at level 3, two member of staff are qualified to level and two member of staff is unqualified. The setting employ's an administrator who is unqualified.

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