

The Little Normans Pre-School



Northwold Pre-School, Fendick Field, School Lane, THETFORD, Norfolk, IP26 5NB

Inspection date

12 May 2016

Previous inspection date

26 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The leadership and management of the pre-school are strong. Decisive action has been taken since the last inspection to bring about improvements to provision. A robust system of self-evaluation is in place to secure continued and effective improvement.
- Children are enthusiastic, motivated and eager to learn. They engage well in activities, showing imagination and commitment. They build good relationships with other children and work together to complete tasks, in order to achieve their personal goals.
- Parents are fully involved in children's learning and are regularly given information about children's learning and progress. They add to assessments of children on entry and are given suggestions of how to support children's learning at home.
- Children build secure emotional attachments to staff. They interact with staff as they ask questions and engage in meaningful conversations, such as talking about their home life and recent experiences.
- All children are supported to reach to their potential. Additional funding is used effectively to target areas where some children need extra support, such as language and communication. This helps them to catch up with their peers.

It is not yet outstanding because:

- Staff occasionally miss opportunities to fully extend children's ideas as they play. They sometimes make suggestions before children have had time to think for themselves.
- Outdoor provision does not consistently offer children wide and rich-learning experiences in all areas of learning to fully benefit those who prefer to play outdoors.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's ideas as they play, giving them time to fully explore their ideas and think independently before making suggestions
- enhance the provision outdoors, offering children who prefer to learn outside a wide range of interesting and stimulating opportunities to extend their learning in all areas.

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The leadership team is committed to the ongoing development of the pre-school. Their plan for improvement is accurately targeted, and informed by ongoing research and input from other professionals. Procedures for monitoring staff's performance are consistent and help them to continue to improve the quality of their teaching. Staff are supported to gain higher level qualifications to embed their skills and knowledge. Training is closely targeted to improving outcomes for children, such as those who have special educational needs. The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they are concerned that a child is at risk of harm. Policies and procedures are fully implemented and children's safety and well-being are given high priority. Children's progress is closely monitored for both individuals and groups of children. Any gaps in learning are quickly identified and extra support put in place, such as focused small groups and additional resources to support children's language skills.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children, in order to make assessments of what they know and can do. These are accurate and help staff to identify children's next steps in learning. Provision is organised to support children's interests and to offer them challenge in their learning. Children demonstrate good problem solving and reasoning skills, for example, as they work out how to move water from one area to another by digging a trench. Children keenly engage in an activity to practise how to write their name. The activity is adapted to take account of less-confident children, to whom staff give extra encouragement and support. Children who are more capable are challenged further to embed their skills. Staff effectively support the developing language skills of children who speak English as an additional language. They listen carefully, providing time for children to form their words and repeat words to further reinforce language.

Personal development, behaviour and welfare are good

Children behave well throughout their time at the pre-school. They listen attentively and follow staff's instructions. Staff are good role models. They are polite and kind to children and each other. This helps children learn to value and respect others. Children benefit from regular opportunities to play in the fresh air. They climb and balance on the large-play equipment outdoors. This helps to support their physical well-being. Staff ensure children drink water regularly when they are outdoors and ensure they have opportunities to play in the shade. Children develop an awareness of risk and understand they need to wear a hat to keep them safe in the sun. Staff discuss the importance of good hygiene routines as children prepare for snack. Children serve themselves a well-balanced snack and tidy their bowls away after. Staff encourage children to develop their independence.

Outcomes for children are good

Children make good progress in their learning and gain key skills to help them be prepared for the next stage in their learning, such as school. Children are inquisitive and active learners. They develop good social skills as they play and interact with their peers. They are confident and willing to have a go at tasks to develop their knowledge and skills.

Setting details

Unique reference number	257938
Local authority	Norfolk
Inspection number	1020992
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of provider	The Little Normans Northwold Pre-School Committee
Date of previous inspection	26 June 2015
Telephone number	01366 728804

The Little Normans Pre-School was registered in 2000. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm, Monday to Thursday and from 9am to midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language.

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