

North Wootton Pre-School

St. Augustines Way, South Wootton, Kings Lynn, Norfolk, PE30 3TE



Inspection date

18 May 2016

Previous inspection date

7 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

- Partnerships with other professionals are effective in ensuring consistency in meeting children's care and learning needs, especially for those children who have special educational needs.
- Children are deeply engaged in their explorations and play. They are enthusiastic and active learners who are eager to join in and try new things.
- Parents are very positive about the pre-school and the staff. They comment that their children are happy and make good progress.
- Staff are kind, friendly and approachable. They ensure settling-in arrangements are flexible to meet children's individual needs. Staff help children to establish strong attachments and ensure their emotional well-being is well supported.
- Children thoroughly enjoy the wide range of stimulating activities in the welcoming and well-resourced environment. They are confident to explore and to share their experiences with staff and their peers.

It is not yet outstanding because:

- There is not a secure analysis of the progress of different groups of children in order to identify and address any gaps that may arise in the provision.
- Sometimes staff miss opportunities during children's play to extend their learning to the highest level and support them to work things out for themselves.

What the setting needs to do to improve further

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

- extend the monitoring of children's progress of different groups of children attending the setting to help them all to make as much progress as possible
- make better use of opportunities during children's play to extend their learning to the highest levels and support them to solve problems for themselves.

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 manager.
- The inspector held a meeting with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the self-evaluation, a sample of policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their role to protect children from harm. They know what to do should they have any concerns regarding the welfare of a child in their care. The manager has effective systems in place to regularly review staff practice and identify areas to develop. Staff make good use of training opportunities to support children's individual needs and their own professional development. The manager reviews children's individual progress to ensure consistency in the assessments that staff make. Appropriate use of additional funding, such as pupil premium money, is made to support targeted children. Staff form a well established and deeply committed team and are valued by parents. Partnerships with other professionals are effective in supporting children's individual needs and in preparing them for the move to school.

Quality of teaching, learning and assessment is good

Experienced and qualified staff gather meaningful information from parents to establish children's starting points on entry. They know the children well and plan stimulating activities to challenge their learning and development. They regularly observe the children and assess their progress, accurately identifying their next steps in learning. There is a sharp focus to support children's communication and language development. Staff implement strategies they adopt from targeted training to support children's communication skills throughout the pre-school. Children enjoy the frequent singing and rhyming activities and listen intently to stories staff read. They are active learners who are deeply focused as they investigate the flow of water through guttering channels. Staff enthusiastically support children's growing understanding of number and colour as they uncover hidden toys in sand, counting confidently to 10.

Personal development, behaviour and welfare are good

Children arrive happily and eager to start their day at pre-school. They choose what they wish to do and quickly become deeply engaged. Staff support children to learn how to keep themselves safe as they ride scooters and tricycles around the designated track. Children learn to handle knives safely as they help to prepare a healthy snack for all of the children, cutting banana and cucumber. They understand the need to wash their hands before eating snack. Children behave well and show respect for each other and their environment. Staff create a positive atmosphere of mutual respect and trust, praising children's efforts and achievements. Children are confident to seek reassurance from staff when they feel upset, demonstrating that they feel safe and secure in their care.

Outcomes for children are good

All children, including those who have special educational needs and those for whom English is an additional language, make good progress. Children are working comfortably at expected levels for their age, taking into account their starting points and capabilities. They are developing good independence in their self-care and hygiene. They put on their own coats ready to play outside. Friendships flourish as they seek each other out to share experiences. They are acquiring good skills and attitudes to support their future education.

Setting details

Unique reference number	254197
Local authority	Norfolk
Inspection number	866846
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	2 - 4
Total number of places	27
Number of children on roll	52
Name of registered person	North Wootton Pre-School
Registered person unique reference number	RP517387
Date of previous inspection	7 July 2010
Telephone number	01553 675761

North Wootton Pre-school was registered in 1992 and is committee run. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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