

Carbrooke Pre-School

Coronation Hall, Church Street, Carbrooke, THETFORD, Norfolk, IP25 6SW



Inspection date

23 May 2016

Previous inspection date

19 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 committee, the manager and the staff team are committed to providing children with high-quality care and education. Consistent monitoring of the pre-school contributes to successful continuous improvement. Staff take every opportunity to improve their skills, enabling them to meet children's needs. The actions raised at the last inspection have been successfully addressed.
- Staff provide a well resourced and stimulating environment. Children enjoy free access to a very wide range of toys and resources, both indoors and outside. They are motivated and eager to learn through play. Children make good progress.
- Children build secure emotional attachments with their key person. Staff reassure children with positive interactions. Children settle well. They are happy and enjoy their time at the pre-school.
- Staff form positive partnerships with parents and carers. They keep them well informed about their child's day. Staff support parents effectively to extend their children's learning at home. For example, they provide a range of activities for parents to borrow.
- Staff effectively support children who have special educational needs or disability. They share information with other professionals when necessary, so that children's care and learning needs are fully supported.

It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children, in order to target teaching and monitor the impact of this.
- Staff, sometimes, overlook opportunities to extend children's thinking skills to higher levels.

What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely
- provide children with more opportunities to link their thoughts and to develop their own ideas.

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 and children 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 spoke with the provider. She looked at relevant documentation, including the pre-school's self-evaluation, records of children's learning and development, and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views, and looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The manager provides strong leadership for a highly effective staff team. There are effective systems in place for monitoring staff's performance and supervision. Staff have a thorough set of policies and procedures to support their good practice. The arrangements for safeguarding are effective. Staff know the appropriate action to take if they have concerns about a child. Rigorous recruitment and induction procedures are followed to ensure all staff are suitable for their role. Staff ensure children make good progress from their starting points. They share accurate assessments with parents, so they know how well their children are progressing. Staff identify where extra individual support may be required. They work with parents to help them to gain this support swiftly. Additional funding is spent effectively to promote the development of children.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good knowledge of how children learn. They get to know the children well and plan activities that spark their enthusiasm to learn. Children move around confidently, choosing what they would like to do next. Staff provide a wide range of different textures and objects for children to feel and explore. This supports their curiosity and investigation, helping them to learn about the world around them. For example, in the home role play area, staff provide children with real items, such as china cups, cutlery and foods. Staff get down on children's level as they play alongside each other and chop apples or peel onions. Children enjoy taking part in small group and adult-led activities. For example, they select items from a box and identify the initial sound of the object. Children are strongly motivated by staff, who are encouraging and supportive.

Personal development, behaviour and welfare are good

Staff are good role models and manage children's behaviour effectively. They are calm and offer regular praise. This enables children to develop their sense of self-esteem and confidence. Staff set clear, age-appropriate boundaries and gently remind children of these throughout the session. For example, they provide visual aids, such as a poster displaying the number of children that can use the climbing frame at any one time. Children respond well to these and develop good social skills and patience. Staff conduct robust risk assessments of the environment and outings. They are vigilant and carry out daily checks on the premises to ensure all areas used by the children are safe and suitable. Children have daily opportunities for exercise and fresh air, either in the outdoor area or on the nearby green. This helps to promote their physical well-being.

Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They share and take turns with popular toys and resources and develop their personal care skills, such as wiping their own nose. Children are familiar with the daily routine. They learn to listen and respond to instructions. Children have many opportunities to develop their early writing skills and recognise numbers and colours. Older children actively take part in conversations during routine group activities and enjoy listening to each other. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	254006
Local authority	Norfolk
Inspection number	1028058
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	27
Name of registered person	Carbrooke Pre-School Committee
Registered person unique reference number	RP523807
Date of previous inspection	19 April 2013
Telephone number	07933193377

Carbrooke Pre-School was registered in 1970. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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