

Abbey Kindergarten Pre-School



Ketts Park Community Recreation Centre, Harts Farm Road, The Loke,
WYMONDHAM, Norfolk, NR18 0UR

Inspection date	26 April 2016
Previous inspection date	25 March 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 quality of teaching is variable and does not consistently support children to make good progress in their learning. Not enough attention is given to the layout and presentation of the indoor environment in order to maintain children's interest and challenge them in their learning.
- Staff deployment is not fully effective. When pre-school staff are absent, minimum adult to child ratios are maintained using volunteer helpers who do not have a good enough knowledge of individual children's learning needs and pre-school routines.
- Information about what children already know and can do is not gathered as swiftly as possible for all children when they first attend the pre-school.
- Self-evaluation is not yet used effectively to monitor and improve weaknesses in the setting.

It has the following strengths

- Staff are kind and caring and provide children with consistent boundaries and clear expectations of what is acceptable behaviour, teaching them how to behave well.
- Children have good opportunities to be independent at snack time as they wash and dry their hands, select a name card, choose their own cup, pour their own drink and tidy away at the end.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of teaching, by reviewing and improving the layout and presentation of the learning environment, so that children are provided with better opportunities to enjoy sustained, purposeful play 	30/06/2016
<ul style="list-style-type: none"> ■ ensure that staffing arrangements and the deployment of staff fully support the learning and development needs of the children at all times 	30/06/2016
<ul style="list-style-type: none"> ■ ensure information about all children's starting points is gathered in a timely way, to prevent any unnecessary delay in helping children to make the best possible progress. 	30/06/2016

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

- make full use of self evaluation to ensure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during activities, both inside and outside, and assessed the difference this has on children's learning.
- The inspector completed a joint observation with the pre-school supervisor.
- The inspector spoke with staff, volunteers and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school supervisor and looked at relevant documentation, such as evidence of the suitability of staff, children's learning records and safeguarding procedures.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Dawn Pointer

Inspection findings

Effectiveness of the leadership and management requires improvement

The pre-school team has worked together, with support from the local authority, to improve practice since the last inspection. Support is ongoing. The staff and supervisor receive supervision and staff have attended a range of training. As a result, there have been improvements to planning, observation and assessment. The progress that groups of children make is being monitored and some progress has been made with self-evaluation, but this still requires improvement. In addition, there are currently not enough staff available to work with the children, when regular staff are absent. The pre-school is looking to recruit more qualified staff and secure recruitment procedures are in place. Safeguarding is effective. Staff have attended child protection training and hold first aid certificates. They are aware of the signs and symptoms of abuse and know how to report concerns.

Quality of teaching, learning and assessment requires improvement

Activities that broadly cover the different areas of learning are planned but the quality of teaching is variable. At times, children are supported in their play. Adults work with the children, build on their interests and encourage them to think critically. At other times adults are more occupied with routine tasks and generally oversee children's learning from a distance. The outside area is well presented, but those children, who learn best outside, do not have free access to this area due to the limited availability of adults. The book corner and obstacle course really capture children's interest; but overall activities are spread out over a large area and do not have enough supporting resources to sustain children's interest. There are good methods to find out what children know and can do, from parents, before they start at pre-school; however information has not yet been obtained for some children who have recently started.

Personal development, behaviour and welfare require improvement

Each child is assigned a key person who knows them well. When routines and staffing allow, children are taught to show respect, take turns and listen to instructions. Children are learning some skills in readiness for school. They learn how to manage their own safety when handling scissors. When children first arrive for the session they demonstrate confidence and independence, hanging up their coats and bags. At snack time they eat a good range of foods that are healthy. They are particularly engaged in learning when playing outside, they develop physical skills and share and cooperate in the mud kitchen. Children know and understand what they are able to do and show care and consideration for each other.

Outcomes for children require improvement

Children make progress and most are working within the typical development range for their age. Those who are slower or more reluctant to use language receive additional support so that gaps are starting to close. Children are generally prepared for starting school. However, due to variable teaching practices, they are not making as much progress as they could.

Setting details

Unique reference number	253988
Local authority	Norfolk
Inspection number	1036451
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 - 5
Total number of places	26
Number of children on roll	32
Name of provider	Abbey Kindergarten (Playgroup) Committee
Date of previous inspection	25 March 2015
Telephone number	07941 284 143

Abbey Kindergarten Pre-School was registered in 1970. The kindergarten employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4 and one at level 2. The kindergarten opens from Monday to Friday term time only. Sessions are from 9am until 12pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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