

# Colkirk Pre-School - Fakenham Setting

Fakenham Infants School, Norwich Road, Fakenham, Norfolk, NR21 8HN



## Inspection date

23 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The manager is highly qualified and has a clear vision for the pre-school. She has high expectations of the staff and children. She works closely with the committee to provide the best possible care and education for all children.
- Staff are friendly and approachable which means parents are confident to leave their children in their care. New children and parents are well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family.
- Children have daily access to the outdoor environment. They are encouraged to investigate and have many opportunities to explore the natural world. Staff use the outdoor area effectively to extend children's learning experiences.
- Partnerships with parents are good. Staff share information daily about all aspects of children's care and learning. Parents are given ideas of how to contribute to children's learning at home. Parents spoken to on the day of the inspection are extremely happy with the service provided.

### It is not yet outstanding because:

- Staff do not gain as much information as possible from parents about what children know and can do when they first start at the pre-school. This has a negative impact on how effectively they can begin to monitor each child's progress.
- Although staff have developed very good partnerships with some schools that children move on to, some other partnerships are not so well developed.

## What the setting needs to do to improve further

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

- involve parents more fully in establishing children's starting points to enable children's progress to be more accurately monitored
- strengthen partnerships with all schools that children move on to, so that children are equally well supported in preparation for their move.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the pre-school manager, staff and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the pre-school manager.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Jacqui Oliver

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has worked hard since the pre-school opened to create a high-quality learning environment. They have recruited well-qualified staff that provide very good teaching and care. Effective arrangements are in place for the supervision of staff. The manager frequently observes staff to help them develop their practice. She also completes detailed tracking of children's development. Recently, staff identified gaps in the progress children make in writing, particularly for boys. They have attended training to help them plan activities that encourage children to practise their early writing skills. The arrangements for safeguarding are effective. All staff fully understand their role in protecting children. They are clear about procedures to follow should they be concerned about a child's welfare. The manager follows robust recruitment procedures to help ensure that all staff working with children are suitable.

### Quality of teaching, learning and assessment is good

Staff make learning fun. They sit with children and join in with their play, repeating words to help their understanding and develop their communication and language skills. Consistent routines help to consolidate and extend children's learning. They enthusiastically choose picture cards from the song box at group time. Children join in happily with the words and actions to favourite songs. Staff ask questions to challenge them with solving problems and extending their thinking. For example, children confidently vote which song they would like to sing again. Children are encouraged to recognise numbers and shapes in the environment and count objects throughout the day.

### Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school. Staff help children to feel safe and secure, and have a positive experience when they separate from their parents. Staff treat children with kindness and respect. They listen carefully to what children have to say and value their opinions. Staff are very good role models and play alongside children to teach them to understand how to share and take turns. Staff help children to understand different emotions by planning activities which support this. For example, they make happy or sad pizza faces. Children learn about healthy lifestyles. They have daily access to outdoor activities and eat nutritious food. Children learn the importance of keeping themselves safe in the sun by wearing hats and having regular drinks. Children take part in a variety of events and celebrations, giving them a wider understanding of the world.

### Outcomes for children are good

All children make good progress from their starting points. This includes two-year-olds receiving additional funding and children who have special educational needs or disability. Children are keen to explore and investigate different activities. They are able to make choices and develop their independence skills effectively. They take responsibility for small tasks, such as helping to prepare their snack and serve their own food. Children are well behaved, show good levels of concentration during activities and are eager to learn. Overall, they acquire the skills, knowledge and attitudes to learning that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	EY483749
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	996132
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Colkirk Pre-School Committee
<b>Registered person unique reference number</b>	RP523659
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07725056020

Colkirk Pre-School - Fakenham Setting was registered in 2014. It is run by a voluntary committee and is one of two pre-schools that the committee manage. The pre-school employs four members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above. The manager holds early years professional status. The pre-school opens Wednesday to Friday, during school term times. 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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