

Cawston Pre-School

Cawston VC School, Aylsham Road, Cawston, NORWICH, NR10 4AY



Inspection date	21 October 2016
Previous inspection date	18 April 2013

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

- Children are very happy and enjoy their time at the pre-school. The staff team works very well together, providing a relaxed and stimulating learning environment where each child is valued.
- The quality of teaching is consistently good. All staff engage well with children and plan a wide range of activities that supports children in all areas of learning.
- The open access between indoor and outdoor play for children lets them choose where they wish to play and encourages their decision-making skills. They are encouraged to investigate and have lots of opportunities to explore the natural world.
- Staff interact well with children, talking to them and asking questions throughout the day to support and extend their play. This helps children to develop their communication and language skills, which has a positive impact on all other areas of learning.
- Staff have developed good partnerships with parents, and they regularly share information to keep parents informed of their children's progress.

It is not yet outstanding because:

- The manager does not yet use assessment information to identify variations in the progress of different groups of children.
- Some aspects of partnership working are not fully robust as the staff have yet to build effective communication links with all the different settings that children attend.

What the setting needs to do to improve further

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

- enhance the systems for the monitoring of children's assessment information, to precisely track the progress of different groups of children and ensure that interventions can be targeted more effectively
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the management team, 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 children, staff and parents spoken to on the day of the inspection.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of the leadership and management is good

The new manager is very experienced and effectively leads the well-qualified staff team. She strives to ensure the pre-school provides high-quality care and education. Arrangements for safeguarding are effective. Staff place high priority on children's safety. They have a good knowledge of how to protect children and implement this well into their practice. Regular and thorough risk assessments are completed to ensure that the pre-school is safe for children. Safer recruitment procedures and suitability checks are carried out appropriately. Children's absences are carefully monitored and staff promote good attendance. The manager monitors staff performance both informally through working alongside the staff and more formally through supervision and annual appraisals. The manager has identified key priorities for the future that will support consistent improvement.

Quality of teaching, learning and assessment is good

The pre-school is set out attractively with good quality equipment and clearly defined areas of learning. This means children can easily make decisions about what they do and initiate their own play and learning. Staff undertake observations and assessments of children's development and use this information to help them identify next steps in learning, which they incorporate into the planning of activities. Staff help children to develop their early mathematical skills as they encourage them to recognise numbers and shapes as they play. Children show curiosity and independence in their play. For example, they investigate the colours, textures and smells of seasonal vegetables. Staff work hard to engage parents in their children's learning and to involve them in pre-school activities.

Personal development, behaviour and welfare are good

Staff provide a welcoming and supportive environment for the children and their families. Children are well behaved, friendly and demonstrate good manners. Staff promote children's knowledge and appreciation of healthy lifestyles. Children have many opportunities to develop their physical skills, both indoors and outside. For example, they enjoy waving their ribbons to music, riding bikes and practising their climbing and balancing skills. Safety is given a very high priority. Potential hazards to children are identified and minimised, and children are taught how to promote their own safety. Resources and activities provide opportunities for children to explore the similarities and differences of others in the wider community. Children are emotionally supported when they move on to school.

Outcomes for children are good

Children thoroughly enjoy their time at the pre-school and have good attitudes towards learning. All children make good progress from their starting points, including children who have special educational needs or disabilities. Children develop a love of books and show interest in illustrations and print. They show good levels of concentration during activities and are eager to learn. Staff encourage children to listen, understand and become confident talkers. They are developing the necessary skills for future learning and their move on to school.

Setting details

Unique reference number	EY452995
Local authority	Norfolk
Inspection number	1066287
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	13
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	18 April 2013
Telephone number	07738767801

Cawston Pre-School was registered in 2012. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school is open Tuesday to Friday during school term times. Sessions are Tuesday, Wednesday and Friday from 9am to 12 midday and 12 midday to 3pm, and Thursday from 9am to 12 midday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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