

St. Helens Pre School

Gurney Road, New Costessey, Norwich, Norfolk, NR5 0HH



Inspection date	1 November 2016
Previous inspection date	21 January 2015

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

- All those involved in the pre-school have strong aspirations to provide high-quality childcare. Staff are fully involved in evaluating the strengths and weaknesses of the pre-school. With support from the committee, the newly appointed, well-qualified manager has made several positive changes to practice.
- Staff give the safety and well-being of children high priority. Robust risk assessments are in place to maintain a safe and suitable environment. Staff carry out their responsibilities to safeguard children diligently.
- Highly individualised settling-in procedures are in place. For example, staff offer an initial home visit, where they ask parents to share information about their child. Staff show children photographs of the pre-school. This helps to prepare children for when they begin at the pre-school, as they become familiar with the staff and environment.
- Staff place a strong focus on helping all children to develop their speech and language skills. Additional funding has been spent effectively on relevant staff training to enhance staff knowledge and skills in promoting this area of children's development.
- All children make good progress in their learning given their individual starting points and capabilities. Children are keen and interested learners.

It is not yet outstanding because:

- Although the manager reviews the progress made by different groups of children, she does not use the information she gains well enough to identify variations and target teaching to raise children's level of achievement to an exceptional level.

What the setting needs to do to improve further

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

- embed monitoring practices and evaluate where to target teaching even more precisely to increase the level of children's achievement.

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 held a meeting with the pre-school manager and spoke with the provider.
- The inspector looked at relevant documentation, such as records of children's learning and development and a selection of policies, procedures and risk assessments.
- 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.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are aware of the known indicators of abuse and neglect. The members of the management committee are involved with the effective running of the pre-school and are fully aware of their roles and responsibilities. They ensure that clear policies and procedures are in place to guide staff in their practice. All staff have regular supervision meetings to help them maintain good standards. Parents are kept well informed. Staff organise regular events, such as parents' evenings and they plan opportunities for parents to join their child at the pre-school. This helps parents to contribute their views and enables them to become involved in their child's learning. The manager has sought help from the local authority to implement effective plans for improvement. They have worked together to achieve and maintain good standards.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's progress to identify where they are in their development. Effective systems are in place to ensure that all children are well supported in their individual learning. Staff provide activities that build children's vocabulary and their confidence to express themselves. For example, staff encourage each child to take a turn suggesting a rhyme to sing together. Children have many opportunities to develop their thinking and imagination. For example, in the garden they use lengths of hose to put out a pretend fire. Staff extend children's learning further. They prompt them to imagine what may happen if they did not put out the fire. Staff skilfully support children's early literacy and mathematical development. Opportunities to practise their early writing skills and to consider shapes and numbers are readily available.

Personal development, behaviour and welfare are good

Children develop trusting relationships with staff. The key-person system works effectively to provide children with individualised care and learning. Children feel secure. They have close bonds with their key person and other staff. Staff work in close partnership with other organisations to offer sensitive and understanding support to children and their families. This helps to ensure children's overall health, safety and well-being. Where children have special educational needs and disabilities, staff work closely with parents and other professionals to provide good levels of targeted support. Children learn how to behave well. They show their enthusiasm as they learn. Children form friendships and enjoy their play together. For example, children invite their friends to catch a ball or run around together when they play in the well-resourced outdoor area. These activities also help to develop children's physical skills.

Outcomes for children are good

Children who have starting points below those expected for their age quickly catch up. They make particularly good progress in their speech and language development. Children develop key skills, such as independence. For example, at snack time they confidently butter their own toast, pour their own drinks and wash their dishes afterwards. Children's good progress prepares them well for their future learning, including the move on to school.

Setting details

Unique reference number	254281
Local authority	Norfolk
Inspection number	1067101
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	32
Number of children on roll	62
Name of registered person	St. Helens Pre-School Committee
Registered person unique reference number	RP523727
Date of previous inspection	21 January 2015
Telephone number	01603 749901

St. Helens Pre School was opened in 1992. The pre-school employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and disabilities.

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