

Abbey Kindergarten Pre-School



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

Inspection date	14 November 2016
Previous inspection date	26 April 2016

	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:

- Staff do not consistently use the observations and assessments they make of children's achievements to identify highly targeted and focused plans for their learning. Sometimes, children do not always maintain high levels of concentration in activities.
- The key-person system in the setting is not always fully effective in helping children to be highly confident in social situations and to have a go at new experiences.
- The recently implemented system for the supervision and support of staff is still in its early stages. It has not yet had a positive effect on achieving continued improvement to the quality of teaching in the setting.
- The manager's evaluation of the provision is not yet critical and precise enough across all areas of provision to secure continuous and timely improvements.

It has the following strengths

- Staff share information with parents about children's learning and are quick to raise any concerns about children's development with them. Parents value the exchange of information and comment positively about the setting.
- Staff are suitable role models and encourage children to be kind to each other and share resources. They regularly praise children for being kind to their friends.

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"> ■ ensure activities planned for children are tailored to their levels of development and provide them with additional challenge to help them to achieve the next steps in their learning 	14/02/2017
<ul style="list-style-type: none"> ■ ensure all children are allocated a key person throughout their time at the setting who can offer a settled relationship, and ensure that children are emotionally well prepared to proceed on to the next stages in their learning 	14/12/2016
<ul style="list-style-type: none"> ■ ensure the current system of supervision and support given to staff is effectively established in practice and helps staff to continually improve the quality of their teaching. 	14/02/2017

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

- implement a system of more critical evaluation of the quality of provision and develop a targeted plan to achieve more sustained and concerted improvements.

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 completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager and provider. She looked at relevant documentation, such as the kindergarten's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector sampled a range of other documentation, including the learning and development records of children, the kindergarten's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have addressed weaknesses raised at the previous inspection, however, they have failed to maintain continuous improvement in other areas of provision. Staff lack confidence in some areas of their practice, such as in their activity planning for children. They do not always provide children with highly interesting and challenging opportunities. The manager has recently introduced more-focused supervision and support for staff. However, this has not yet had a positive effect on raising the quality of teaching to higher levels. Safeguarding is effective. Staff have completed training in safeguarding practice and procedures. They understand how to report any concerns they have about children's welfare. The manager continues to monitor practice and develop plans for improvement. However, this is not robust in evaluating the effectiveness and quality of provision to ensure continuous improvement across all areas of the practice is achieved.

Quality of teaching, learning and assessment requires improvement

Staff do not have high enough expectations for what children can achieve. While they plan to support children's interests and general enjoyment, they do not always provide opportunities to extend and enhance their learning. Staff do not always have highly targeted plans for how they can extend and enhance children's learning. Activities sometimes lack challenge and children do not always engage in meaningful learning opportunities for prolonged periods. Children move around the setting choosing what they want to do. They enjoy playing with a train track as they join up a long line of trains and wheel them along a track. They use blocks to build small structures but there is little focus or challenge in their learning and they quickly become disinterested and move on to another activity. Children's engagement and concentration is not fully supported by good quality learning experiences.

Personal development, behaviour and welfare require improvement

Children's emotional security is not fully promoted in the setting and sometimes, staff are not always responsive to supporting children in settling according to their individual needs. During staff's prolonged periods of absence, less-confident children do not always form a secure bond with another key person in the setting to use as a secure base. They become less well settled and confident in their surroundings. Staff are warm and kind to children. They treat children with respect and regularly engage them in conversations where children enjoy to talk about their home life. Staff talk to children and take an interest in their lives beyond the setting. This supports children's self-esteem and helps them to feel valued. Healthy eating is promoted in the setting and children benefit from physical play opportunities both indoors and outside.

Outcomes for children require improvement

Children's progress is not yet good enough to ensure they are well prepared for the next stage in their learning, such as school. They do not always demonstrate high levels of focus in their learning. They often move around from activity to activity without becoming deeply involved in learning. Sometimes, children lack enthusiasm for learning. Despite this, they generally enjoy their time in the setting and develop good social skills.

Setting details

Unique reference number	253988
Local authority	Norfolk
Inspection number	1053493
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	16
Name of registered person	Abbey Kindergarten (Playgroup) Committee
Registered person unique reference number	RP904545
Date of previous inspection	26 April 2016
Telephone number	07941 284 143

Abbey Kindergarten Pre-School was registered in 1992. The kindergarten employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday during term time. Sessions are from 9am until midday. The kindergarten provides funded early education for two-, three- and four-year-old children.

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