

Marham Village Pre-School

Cherry Tree Academy Marham Junior School, Hillside, Marham, Norfolk, PE33 9JJ



Inspection date

10 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Leaders and managers do not always monitor staff's performance well enough. They do not consistently mentor all staff or focus strongly enough on strengthening teaching.
- Staff do not give all children enough challenge to enthuse them sufficiently in their learning. This means that children sometimes lose interest. Staff do not always help children to learn to manage their own behaviour effectively.
- The quality of teaching is variable. Children are not consistently supported to make good progress in all areas of their learning. Planned activities do not always match children's individual needs well enough.
- Leaders and managers do not identify all weaknesses in practice. Where they do identify some weaknesses, they do not always take action promptly enough to improve the quality of the provision and raise standards to a good level.

It has the following strengths

- Staff develop strong relationships with families. Children form effective bonds with their key person. This helps them to feel secure. When children are tired, they sit with staff or have cuddles.
- Children develop a keen interest in stories and rhymes. They have regular opportunities to share books with staff. This helps to support children to acquire listening skills, learn new vocabulary and show an interest in early reading and writing.
- Staff support children who have special educational needs or disabilities well. They work in close partnership with parents and other professionals to develop clear, targeted support plans. Staff spend additional funding effectively to improve outcomes for those children it is provided for.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the arrangements for staff supervision, developing a culture of support, coaching, teamwork and continuous improvement for all	09/02/2017
■ improve the overall consistency of teaching and plan activities that provide sufficient challenge, in order to maintain children's interest and engagement in learning.	09/02/2017

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

- give children more consistent support to develop their understanding of right and wrong and of how to manage their own behaviour appropriately
- strengthen self-evaluation to identify where improvement is needed and take prompt and effective action to secure and maintain the good quality of the provision.

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.
- The inspector completed a joint observation with the manager.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the committee regularly speaks with the manager, they do not consistently foster a culture of mutual support to help her continually maintain good standards. The manager holds individual supervision meetings to support the practice of staff who work regularly. However, the staff who work less frequently do not receive similar levels of support to reach and maintain good standards in their work. Leaders and managers seek the opinions of parents and respond to their views about the pre-school. However, self-evaluation is not effective in identifying all weaknesses to ensure that practice meets all legal requirements. The arrangements for safeguarding are effective. Staff understand how to recognise the known indicators of abuse and neglect. They know the local procedures to follow to safeguard children.

Quality of teaching, learning and assessment requires improvement

Assessments show that children are not consistently making good progress in all areas of their learning. Generally, staff interact with children well and engage with them during their play. However, they do not always proactively support children to learn how to behave well. For example, when children lose interest with their activity, staff do not respond effectively to discourage the unwanted behaviours that some children occasionally display. Not all staff recognise and follow children's emerging interests. They do not always extend children's learning during adult-led activities because they do not challenge children enough. Children have free access to a range of toys and resources. This encourages them to use their imagination and to follow their own ideas. Outside, for example, children decide to make a pretend monkey den. They find plenty of blankets in a box to transform a bench into a home for the monkeys.

Personal development, behaviour and welfare require improvement

The weakness in the quality of teaching regarding children's behaviour does not effectively support children in becoming successful in their learning. Children do have daily opportunities to play outside in the fresh air and develop their physical skills. Staff carry out daily checks of the environment to help to ensure that they keep children safe from harm. The manager has completed a fire risk assessment. All staff are clear about what they would do in the event of fire and know how to raise the alarm. They regularly practise the emergency drills with the children and evaluate any problems encountered. Staff keep the pre-school secure so that unauthorised persons cannot enter.

Outcomes for children require improvement

Not all children are making good progress from their individual starting points because teaching is inconsistent. That said, children's ability to join in and speak in a group is developing well. They are steadily developing some skills in readiness for the next stage in their learning, including their move on to school. Children develop some independence skills. For example, they learn to hang up their bags and coats on arrival at the pre-school. Children are confident to ask for help when they need it.

Setting details

Unique reference number	EY537773
Local authority	Norfolk
Inspection number	1074721
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	29
Name of registered person	Marham Village Pre-School Committee
Registered person unique reference number	RP523693
Date of previous inspection	Not applicable
Telephone number	01760 338094

Marham Village Pre-School was registered in 2016. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. One member of staff holds a relevant degree and qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2.30pm. 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

