

Cringleford Crackerjacks Pre-School



Cringleford CofE VA Primary School, Dragonfly Lane, Cringleford NORWICH, NR4 7JR

Inspection date	14 December 2016
Previous inspection date	12 December 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager has the highest expectations for children to achieve to their full potential. She drives continuous improvement through a well established and highly effective plan for development. The views of children, parents and staff are incorporated into the plan to ensure it is precisely focused on providing the highest quality provision for children.
- The manager is fully aware of staff's individual abilities and precisely targets support for them to achieve consistently high-quality teaching. She provides guidance and training and supports staff in their independent research. Staff have the most up-to-date knowledge and understanding of highly effective childcare practices.
- Staff have an in-depth knowledge of the children and know how to promote learning of the highest quality. Staff plan precisely to help children to make rapid progress. Activities are inspirational and help children to gain the widest range of experiences. Staff consistently challenge children so they acquire advanced knowledge and skills.
- Staff secure extremely effective partnership working with parents. Parents are fully involved in all aspects of children's learning. They contribute to children's assessments and know their next steps so that they can continue to support learning at home.
- Staff are excellent role models and treat all children and adults with the utmost respect and care. Children consistently use good manners and show care for their friends. They behave exceptionally well showing high levels of discipline and self-control throughout the day.
- Children make substantial and sustained progress throughout their time at the pre-school. They are highly motivated and eager to join in with all that staff offer. They are extremely confident and are exceptionally well prepared for their move to school.

What the setting needs to do to improve further

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

- build on the current robust system for checking the progress groups of children make and monitor the impact of any interventions or changes to provision to ensure outcomes for children remain at an outstanding level.

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is an inspirational leader and radiates her passion, enthusiasm and high expectations. Safeguarding is effective. All staff have a detailed knowledge of the most current safeguarding procedures and securely know how to report their concerns about children's welfare. The manager carries out rigorous checks on staff's knowledge of safeguarding to ensure they have an excellent understanding and are confident in their responsibilities. Staff are extremely vigilant and rigorously check each area of provision to ensure all risks are minimised. This is expertly balanced with giving children opportunities to take and manage risks, such as when visiting the forest area. The manager accurately monitors the progress that different groups of children make. She recognises the importance of frequently evaluating the impact of any interventions or changes made as a result, to ensure that children continue to achieve at the highest level.

Quality of teaching, learning and assessment is outstanding

Children learn in inspirational ways. They engage well in a skilfully planned craft activity, which is based on a famous artist. Children create pictures and use resources to compare their work to that of the artist. They competently use scissors and show high levels of concentration. Staff further extend children's knowledge as they talk about the life of the famous artist and explore other examples of their work. Children are able to identify key features of the artist's work. Parents comment that children eagerly tell them about new facts they have learned in pre-school, such as about space and famous explorers. Staff expertly introduce mathematical questions during group discussions. They ask children to predict if there are more or less children than yesterday and children vote to give their opinions. Children recognise numerals beyond the number 10. They show advanced skills in writing and are keen to write their name and the names of others.

Personal development, behaviour and welfare are outstanding

Children learn to value and appreciate others. Staff discuss children who are absent from the setting to ensure they are included in children's thoughts. Children identify that it is nice to smile at others to make them feel happy and offer to do this for a child who needs reassurance. Children are fully aware of routines and expertly manage seamless transitions. They effortlessly move between outdoor physical play to indoor focused learning with minimal disruption. They settle extremely quickly and show they are eager to listen and learn. Children show exceptional levels of independence. They manage snack time efficiently and with little adult prompting. They expertly peel oranges and eat whole pieces of fruit, such as apples. They read from a menu of what is available as they learn to make healthy choices in what they eat.

Outcomes for children are outstanding

Children make extremely high rates of progress. They are highly motivated, confident and consistently open to learning. They continuously seek out new experiences and practise new skills with determination and concentration. Additional funding is targeted precisely to tackle any emerging concerns at the earliest opportunity and raise children's achievements to an outstanding level.

Setting details

Unique reference number	EY465293
Local authority	Norfolk
Inspection number	1066979
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	59
Name of registered person	Cringleford Crackerjacks Committee
Registered person unique reference number	RP523698
Date of previous inspection	12 December 2013
Telephone number	01603507567

Cringleford Crackerjacks Pre-School was registered in 2013. The pre-school employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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