

# Lakenham Pre-School

## Jubilee Jellies



Jubilee Community Centre, Long John Hill, Norwich, Norfolk, NR1 2EX

<b>Inspection date</b>	26 January 2017
Previous inspection date	6 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team secures ongoing improvements to the provision to enhance experiences for children. They continually reflect on what they provide to ensure it continues to meet the evolving needs of those children who attend.
- Children engage in a wide variety of opportunities which is planned according to their interests and stage of learning. Staff add and change resources to maintain children's interest and are skilful in extending their learning as they play alongside them.
- Staff develop effective partnership working with parents to support children's learning. They keep parents informed about children's achievements and progress. Parents share information about children's development at home to add to staff's assessments.
- Staff are good role models for children and have high expectations for their good behaviour. Staff consistently encourage children to use good manners and to implement the setting's rules and boundaries to ensure they are kept safe.
- Staff closely monitor children's progress and quickly identify where children need additional support. They communicate effectively with families and other professionals where necessary, to ensure children quickly get the appropriate support they need.

#### It is not yet outstanding because:

- Children do not always have high-quality opportunities to reflect on the diversity of other children's life experiences and to explore similarities and differences in the wider world.
- Staff sometimes miss opportunities to support children to become highly independent. Sometimes, children are reluctant to have a go at small tasks for themselves.

## What the setting needs to do to improve further

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

- provide an even wider range of opportunities for children to learn about people, families and communities beyond their own and to reflect on the diversity of children's experiences
- use every opportunity to help children to acquire high levels of independence and develop a sense of responsibility to complete small tasks for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with one of the pre-school managers and nominated person of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a 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 good

The management team works well together and support each other to lead good quality provision. Clearly defined roles ensure the smooth running of the provision. The managers work closely with their staff team. They support staff to access training to increase the depth and breadth of their knowledge. They provide effective supervision to staff and guide them on how to enhance their practice and provide children with good quality learning experiences. The managers know the children, their family backgrounds and children's achievements well. This helps them to target individualised support, guidance and reassurance to children and their families. Staff communicate well with each other to ensure children's needs are met throughout the day. Safeguarding is effective. Staff have a clear understanding of their responsibilities to keep children safe from harm. Robust procedures are followed to ensure children's welfare is maintained at all times.

### Quality of teaching, learning and assessment is good

Staff know the children well and regularly assess their level of development. This helps them to plan effectively to promote children's ongoing learning. Children develop an enjoyment of books as they sit alongside staff and share stories together. They also spend time independently accessing and looking at books in the quiet area. Children engage well in imaginative play. Staff plan role play activities to support children's current interests, such as celebrating birthdays. Children use play knives and forks and pretend to eat, they share and offer food to others and pour pretend cups of tea. This helps children to develop their communication and social skills. Children show good levels of concentration and determination when they complete puzzles. Staff encourage them to turn pieces around to fit. Children listen carefully and follow staff's suggestions.

### Personal development, behaviour and welfare are good

The learning environment is calm and welcoming and supports children to build their confidence to explore safely. Children engage in activities which staff plan and also self-select additional resources to add to their interest and enjoyment. Children build secure bonds to staff and are happy to share their learning with them. Staff praise children often which helps them to develop high levels of self-esteem. Children enjoy to share stories about their home life. Staff show their interest and ask children further questions to help them to recall details of their special events. Children have daily opportunities to play outdoors. They access a large play area to develop their physical skills and explore and investigate with tubes and balls. Children learn about eating healthily as staff provide them with healthy options for snack. They encourage less reluctant children to try new foods and offer a balanced selection of food for children to try.

### Outcomes for children are good

Children are active learners who engage well in activities and show an enjoyment to learn. They listen carefully to adults and respond well to the guidance and suggestions they give. Where children enter at below expected development levels for their age, they quickly make progress and learn new skills. They become confident in the safe environment and familiar routines. This prepares children well for their future learning, such as school.

## Setting details

<b>Unique reference number</b>	254136
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1063842
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Lakenham Pre-School (Jubilee Jellies)
<b>Registered person unique reference number</b>	RP523695
<b>Date of previous inspection</b>	6 December 2013
<b>Telephone number</b>	01603 616957

Lakenham Pre-School Jubilee Jellies was registered in 1998. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday each day and from 12.20pm to 3.20pm on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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