

# Peapod Pre-School

95 Milford Road, NORWICH, NR2 3AR



## Inspection date

Previous inspection date

6 March 2017

8 July 2013

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

- Staff are well qualified and committed to their ongoing professional development. They complete further qualifications to enhance their skills. They access training that is selected so that they can enhance the experiences of those children who attend.
- Staff show a good understanding of how children learn. They know the children well and regularly assess their level of development. Staff ensure children are provided with challenging opportunities in all areas of learning to promote their all-round development.
- The learning environment provides interesting and stimulating opportunities for children. They freely choose what they would like to do. Children access resources to add to what staff plan for them, as learning evolves with their interests and ideas.
- Children are encouraged to be independent from an early age. Staff encourage children to develop self-care skills according to their age and level of development. They show determination as they try hard to do zips and buttons, and staff praise their efforts.
- Staff and the managers closely check on children's level of progress to ensure provision continues to be tailored to their needs. Staff target areas where children may need extra support and implement focused plans to help them achieve their full potential.

### It is not yet outstanding because:

- Staff do not always provide parents with highly detailed information about how they can build on what children learn in the pre-school, in order to enhance their learning at home.
- Occasionally, staff miss opportunities to ask children searching questions to encourage them to think critically, and deepen their knowledge and understanding as they play.

## What the setting needs to do to improve further

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

- strengthen partnership working with parents and provide them with in-depth information about how to enhance children's learning at home and complement children's plans for learning in the pre-school
- enhance children's critical-thinking skills and use every opportunity to add breadth to children's learning and promote their curiosity of the world around them.

### 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 during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector held a meeting with the managers. 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. She also took account of written feedback provided by parents.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers make regular and ongoing improvements to provision so that they continue to provide good quality care and education for those children who attend. They regularly reflect on what they provide and seek the views of staff and children so that they can target their improvements effectively. The managers attend additional training to inform them of the latest developments in childcare practice, which they reflect on to make changes in the pre-school. The managers support their staff team well. Staff are confident in their roles and responsibilities and have high expectations for children. Safeguarding is effective. Secure safeguarding procedures are in place to keep children safe from harm. Daily checks are made to ensure the provision is safe and suitable for children. Staff understand the procedure they must follow if they have concerns about children's welfare.

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

Children and staff happily play alongside each other as play evolves with children's interests. Staff support children to lead their play and skilfully introduce challenge into their learning. Children adapt a planned activity and choose to make animal masks as staff enthusiastically follow children's interests. Children carefully draw facial features and use scissors to cut out the mask. Staff enhance children's play as they discuss size, shape and colour. Younger children explore with ice cubes and learn why ice melts. They pour water into cylinders as staff introduce mathematical language, such as half, full and empty. Children love to play outside, which provides those who prefer to learn outdoors with exciting opportunities in all areas of learning. Resources are plentiful to promote children's mathematical skills, such as numbered pebbles and sticks for measuring. Writing materials are freely accessed to promote older children's literacy skills.

### Personal development, behaviour and welfare are good

Children build strong relationships with staff and are confident to seek them out for support when needed. Staff respond well to children and offer them warmth, care and reassurance. Staff are enthusiastic as they join in children's play. They show children that they are interested in their play and praise their good ideas. This helps to build children's self-confidence and make them aware that their ideas are valued. Staff are consistent when managing children's behaviour. Children are reminded of the pre-school's rules, such as not to run indoors. Children respond well and promptly take their play outdoors. Children access the outdoors throughout the day. They practise their physical skills as they ride around on bicycles and learn about road safety. Children develop healthy lifestyles. They take part in planned sports sessions and are provided with healthy food to eat.

### Outcomes for children are good

Children make good progress in their learning given their starting points. They gain suitable skills to prepare them for the next stage in their learning, such as school. Children listen well to staff and follow their instructions, such as when they carry out small tasks. They engage and concentrate well in a wide variety of opportunities and are keen to practise their skills. Children are enthusiastic to learn and confident to share their ideas as they play.

## Setting details

<b>Unique reference number</b>	EY456499
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1066511
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Peapod Pre-School
<b>Registered person unique reference number</b>	RP532182
<b>Date of previous inspection</b>	8 July 2013
<b>Telephone number</b>	01603929653

Peapod Pre-School was registered in 2013. The pre-school employs 14 members of childcare staff. Of these, 10 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 8am until 6pm Monday to Thursday and from 8am to 4pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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