

Horsford Pre-School Playgroup

Horsford Village Hall, Holt Road, Horsford, Norwich, Norfolk, NR10 3DN



Inspection date

18 May 2017

Previous inspection date

16 January 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 ensure that activities provide sufficient challenge to fully support the progress of the older and most able children.
- Staff do not provide children with enough opportunities to use and develop their early reading skills.
- There are limited opportunities indoors for children to be able to practise their early writing skills.
- Staff have not fully explored ways to promote opportunities for children to learn about people and communities beyond their immediate experiences.

It has the following strengths

- Positive steps have been taken to address the welfare requirement notice issued at the last inspection. Management has taken action to meet its legal duty to inform Ofsted of members of the committee so that suitability checks can be completed.
- Staff know the children well and talk confidently about their likes, dislikes and interests. They observe children as they play and evaluate their observations to identify what they need to learn next.
- Partnerships with parents are friendly and trusting. Parents state that they are happy with the service that is provided and appreciate that staff are, 'Friendly and caring'.
- Children feel safe and secure in their relationships with staff. They develop close emotional attachments, seeking out staff for a chat and to share in their play.

What the setting needs to do to improve further

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

Due Date

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| ■ improve the quality of teaching to provide all children, particularly those who are older and most able, with sufficient challenge and motivation to learn and develop their capabilities. | 18/08/2017 |
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To further improve the quality of the early years provision the provider should:

- build on the opportunities that children have to develop their interest in books and practise their early reading skills
- provide more opportunities for children to develop their early writing skills
- help children to develop an understanding and appreciation of similarities and differences between themselves and others, and of families, communities and traditions in the wider world.

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 at appropriate times throughout the inspection and held a meeting with the manager.
- The inspector completed a joint observation with the manager. She also looked at activity planning and records of children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, policies and the action plan for improvement.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly formed committee is effectively supporting the manager to improve the provision. Management and staff have responded well to advice and guidance from the local authority. An action plan for improvement is in place that is challenging but achievable, in order to bring about improved standards in the quality of care, teaching and learning. A newly devised system of supervision is being implemented to monitor staff performance and training needs. Safeguarding is effective. Staff are aware of the indicators of abuse and know how to report concerns. Staff establish good partnerships with parents and support an effective two-way flow of information. They encourage parents to remain involved in their children's learning in the pre-school and at home.

Quality of teaching, learning and assessment requires improvement

Often, activities do not challenge the older and most able children to ensure that they are making the best progress that they can. In addition, although staff plan for all areas of learning, they do not promote children's literacy skills as well as they could. They do not provide children with enough opportunities to use and develop early reading and writing skills. Despite this, children enjoy their time in the pre-school. Staff involve themselves in children's play and learning. They help children to have fun as they play and do extend some activities to promote learning. For example, during a dinosaur hunt chasing game, staff encourage children to count as they wait for others to hide. Overall, they plan for individual children's learning. Newly devised systems for recording planning are in place to help staff identify ways to help children make progress, although these are not yet fully effective.

Personal development, behaviour and welfare require improvement

Children behave well and develop positive relationships with staff and each other. They learn about their immediate environment but staff have yet to fully explore how to help children learn about the wider world. Children are happy and settled. They are allocated a key person to take responsibility for their care and learning needs. Children initiate interactions with each other and respond positively to the consistent rules. Staff are calm and gentle as they remind children of the rules, such as using, 'Walking feet'. Good behaviour is praised and valued. Children enjoy receiving certificates for their efforts.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that children are not making the best progress possible. Despite this, children do develop the basic skills needed to be ready for school. Children confidently lead their own play and choose what they want to do. They manage their own self-care needs, relevant to their ages. Children's learning is checked regularly and the manager has begun to identify and address any gaps.

Setting details

Unique reference number	254125
Local authority	Norfolk
Inspection number	1083838
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	34
Number of children on roll	60
Name of registered person	Horsford Pre-School Playgroup Committee
Registered person unique reference number	RP517335
Date of previous inspection	16 January 2017
Telephone number	01603 890811

Horsford Pre-School Playgroup registered in 1968. The pre-school employs nine members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm on Monday, Tuesday, Thursday and Friday, and from 9am until midday on Wednesday. The pre-school provides funded early education for three- and four-year-old children.

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.

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