

Acle Pre-School

Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk, NR13 3RQ



Inspection date	13 June 2017
Previous inspection date	22 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has an insufficient knowledge of matters that must be notified to Ofsted.
- Self-evaluation is not yet effective to ensure that the provider continues to meet all statutory requirements, such as informing Ofsted about important changes.
- The manager does not fully use children's assessments to check on the progress of different groups of children, in order to monitor the impact of teaching.

It has the following strengths

- Partnership with parents is a strength of the pre-school. Staff encourage parents to understand and share their children's learning. Parents are very pleased with the care, attention and help that staff give their children.
- Children who have special educational needs and/ or disabilities are very well supported by the pre-school. Staff work with parents to quickly identify children's individual needs and make links with other professionals. This means that children receive the help and support that they require to make good progress in their learning.
- The quality of teaching is good and children are well prepared for school. Staff are enthusiastic and become involved in children's play. They ask children about what they are doing and help them to make decisions.
- Staff help children to feel confident and they behave well. They explain the pre-school routine to children and praise them for following the rules.

What the setting needs to do to improve further

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

	Due Date
■ develop a secure knowledge and understanding of the changes that must be notified to Ofsted.	13/07/2017

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

- review and develop self-evaluation methods to ensure that statutory requirements are continually met
- strengthen the monitoring of children's progress to focus more precisely on the impact of teaching and intervention for different groups of children.

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 the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager ensures that all adults who have unsupervised access to children are suitable to do so. For example, all staff and students have completed a Disclosure and Barring Service check. Staff check that the pre-school is safe and they supervise children at all times. However, the provider does not have a secure understanding of her legal duty to notify Ofsted about changes to the pre-school. This includes failing to notify Ofsted about changes to the committee members. Staff hold appropriate qualifications for their roles. Their knowledge helps them to understand children's needs. Staff receive regular supervision meetings to help them identify training needs and address any weaknesses in teaching. The manager gathers the views of parents and children, and uses their ideas to plan activities that the children enjoy.

Quality of teaching, learning and assessment is good

Children take part in a range of opportunities that helps them to develop all areas of their learning. Staff work with parents to find out what their child is able to do before they start the pre-school. They observe children and plan their next steps in learning accordingly. Children learn to recognise numbers as they match toy cars to a parking space with the same number. Staff quickly recognise when older children need further challenge and they ask them to solve problems by adding and subtracting. Children learn to use their imagination as they play in the outdoor mud kitchen. Indoors, they explore and experiment as they use their hands to mix paint colours together. Children become familiar with rhyme and rhythm as they join in enthusiastically with a group singalong.

Personal development, behaviour and welfare are good

Children quickly build secure relationships with their key persons, who are responsive to their needs. Staff encourage children to develop their personal and social skills. For example, they help children to use a sand timer to learn to take turns when using the computer. Children take part in activities to develop their physical skills. They ride trikes and enjoy throwing and catching games. Children have many opportunities to find out about the world. They talk with enthusiasm about a lamb, rabbits and chicks that visitors have brought into the pre-school for them to learn about. Staff help children to learn about self-care. They talk to them about the importance of wearing sun cream on a hot day.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress and are prepared well for their future learning. Younger children learn to play alongside their friends. They start to become independent and carry out tasks for themselves. Older children show confidence when speaking to adults. They are able to say number names in the correct order and are starting to write their names. These skills prepare children well for their futures.

Setting details

Unique reference number	EY136364
Local authority	Norfolk
Inspection number	1087861
Type of provision	Full-time 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	26
Number of children on roll	54
Name of registered person	Acle Pre-School Committee
Registered person unique reference number	RP517088
Date of previous inspection	22 January 2014
Telephone number	07920840221

Acle Pre-School registered in 2002. The pre-school is open Monday to Friday, during school term times only. Pre-school sessions run from Monday to Friday, from 9.15am to 3.15pm. Extended sessions are offered, with early birds from 8am until 9.15am, and stay-and-play sessions from 3.15pm until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above.

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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