

Rudham Pre-School

The School House, School Road, East Rudham, King's Lynn, Norfolk, PE31 8RF



Inspection date

13 July 2017

Previous inspection date

28 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager has made good progress since the last inspection and has effectively met the previous action and recommendation. All committee members are now known to Ofsted and systems to check suitability and ensure that Ofsted are notified in a timely manner have been tightened.
- Staff plan effectively for individual children's learning and monitor their progress. This includes for children who require specific, additional support to meet their needs. Staff work closely with parents and other professionals involved in their care to provide a targeted approach.
- Children thoroughly enjoy their time at the pre-school. The garden provides a wealth of fun and interesting learning experiences and children confidently engage in exploratory play outside. Play resources are of a good quality and children direct their own play according to their interests.
- Staff are kind and responsive to children. They deploy themselves well to provide children with the support they need to extend their learning. Staff encourage children to manage their own conflicts and use devices, such as sand timers, effectively to promote turn taking with popular resources.

It is not yet outstanding because:

- The pre-school has not yet established effective partnerships with other providers at settings that children also attend, in order to promote a shared approach to their learning and complement their learning experiences.

What the setting needs to do to improve further

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

- extend partnership working with other settings that provide care and education for children, in order to further enhance and complement children's learning experiences.

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

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their knowledge of child protection and know how to report their concerns. Robust recruitment procedures help to ensure staff are suitable to work with children. Regular risk assessments of the premises help to identify and reduce hazards. The manager and her staff team are enthusiastic and motivated. Staff are supported well in their professional development and their teaching practice is regularly monitored. They attend training that will help improve their knowledge and be beneficial to children in their care. The impact of training, such as promoting boys learning in the pre-school, is regularly evaluated for effectiveness on children's experiences. Parents are extremely positive about the pre-school. They particularly like the daily access they have to observations and photographs of their children in activities through a computer assessment program.

Quality of teaching, learning and assessment is good

Children receive good quality teaching experiences. Staff plan activities that thoroughly engage children and promote all aspects of learning. Staff consistently engage with children. They talk to them and encourage conversation to help develop their language and thinking skills. For example, children are encouraged to think about the different features of an owl they have chosen to draw. Children enjoy exploring a natural environment. They show curiosity and ask questions about a snail they have found on a bucket. Children watch the snail carefully and confidently describe what they see. Staff teach children how to carefully handle living things and they are eager to find a suitable spot in the garden to let the snail go. Parents are well informed of their children's progress and work in partnership to support their learning and development.

Personal development, behaviour and welfare are good

Staff are knowledgeable regarding children's family backgrounds and individual needs. They work closely with parents at the beginning to gather essential information about children to help them settle. Behaviour is very good and children show clear familiarity for the routines of the day. Close, trusting friendships have formed between children and they show good social skills in readiness for school. Through activities and discussions, children gain a good understanding of a healthy lifestyle. For example, children plant and care for a range of vegetables and engage in vigorous physical activity every day. Children confidently pedal bicycles and use all of their strength to pull each other around the garden in a trailer. Very effective relationships are in place with the adjacent school and other local schools to support children as they move on in their education.

Outcomes for children are good

All children, including those for whom the setting receive additional funding, make good progress from their starting points. Children are inquisitive, confidently ask questions to help extend their learning and demonstrate good listening skills when following instructions. Children gain good literacy and mathematical skills in preparation for school.

Setting details

Unique reference number	254048
Local authority	Norfolk
Inspection number	1079708
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 - 4
Total number of places	17
Number of children on roll	30
Name of registered person	East and West Rudham Pre-School Group Committee
Registered person unique reference number	RP904056
Date of previous inspection	28 November 2016
Telephone number	01485 528 487

Rudham Pre-School registered in 1999. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications from level 2 to 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, 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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