

Marham Village Pre-School

Cherry Tree Academy Marham Junior School, Hillside, Marham, Norfolk, PE33 9JJ



Inspection date

11 October 2017

Previous inspection date

10 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

- Since the last inspection, the manager and staff have worked hard to develop their skills, and raise the quality of provision. The manager observes staff regularly and uses this as a tool to evaluate, and drive improvement in their teaching practice.
- Staff are consistent in their approach to behaviour management. They provide clear explanations, and positive language to support children's understanding of boundaries. Children behave well.
- The key-person system is effective. Children are confident and happy. They form strong bonds with staff who know them well. Children's emotional well-being is well supported.
- The environment is stimulating and well resourced. Children have the opportunity to explore and investigate a wide range of activities. All children make good progress.
- Self-evaluation is effective. Staff use action plans to prioritise improvements. The manager demonstrates a drive for continuous improvement, and a commitment to providing high-quality care and learning for all children.

It is not yet outstanding because:

- On occasion, staff ask lots of questions in quick succession and do not always allow children the time they need to solve problems, and develop their thinking skills to the highest levels.
- At times, staff overlook opportunities to help children understand the benefits of following a healthy diet.

What the setting needs to do to improve further

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

- give children the time they need to think about the questions asked, formulate their reply and respond
- make better use of opportunities to help children understand the benefits of following a balanced diet to support their good health.

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 children and staff 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 the acting committee chairperson. 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

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The committee, manager and staff have a good understanding and knowledge, to help them to recognise and report any child protection concerns. The management team use thorough procedures to ensure the safe recruitment and ongoing suitability of staff. For example, all staff undergo robust suitability checks prior to working with children. The manager provides targeted induction training for new staff to enhance their skills, and ensures all staff make good use of ongoing training opportunities. This has a positive impact on the outcomes for children. The manager monitors the progress of individual, and groups of children very effectively. She quickly identifies and targets any gaps in children's learning to support their good progress. Partnerships with parents are very good. Parents praise the staff with enthusiasm and positivity.

Quality of teaching, learning and assessment is good

Children are engaged in their play and enjoy exploring the environment. Staff regularly observe children and make accurate assessments. They use this information well to plan activities based around children's individual interests and the next steps in their learning. Staff provide children with opportunities to use their imagination during creative play. For example, children create birthday cakes with a variety of interesting resources, such as chocolate play dough. Older children show a keen interest in letters and the sounds they represent. For example, they identify the letters in their name when playing with alphabet cubes during a group game.

Personal development, behaviour and welfare are good

Staff have a conscientious attitude to meeting children's care needs, supporting their emotional well-being. They fully understand the importance of establishing secure and positive relationships from early on, helping to ensure children settle very quickly. Staff have thoughtfully organised the learning environment in the indoor and outdoor areas, so that children can independently select from a range of high-quality resources. Staff closely supervise children as they access the challenging outdoor play area. Children take manageable risks in their play, such as when they use the climbing and balancing equipment. Children learn about personal hygiene practices, for example, they wash their hands before eating and after playing in the garden.

Outcomes for children are good

Children make good progress in their learning and development. Their personal, social and emotional development is well supported. For example, older children develop their independence skills and learn to manage their own self-care. They follow rules and routines, and confidently lead their own play. All children are acquiring the skills to support their next stage of learning and their eventual move on to school.

Setting details

Unique reference number	EY537773
Local authority	Norfolk
Inspection number	1078642
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	28
Name of registered person	Marham Village Pre-School Committee
Registered person unique reference number	RP523693
Date of previous inspection	10 November 2016
Telephone number	01760 338094

Marham Village Pre-School registered in 2016. The pre-school employs six members of childcare staff. Of these; one holds an appropriate early years qualification at level 6 and three at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 3pm.

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