

# Kenninghall Pre-School Nursery

School Close, Kenninghall, Norwich, Norfolk, NR16 2EJ



## Inspection date

13 October 2017

Previous inspection date

27 January 2015

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 failed to notify Ofsted of changes to the pre-school committee.
- The manager does not make the best use of the arrangements for staff supervision to ensure there is a well-established programme of professional development to coach and support staff.
- Staff sometimes overlook opportunities to extend children's creative skills to higher levels.

### It has the following strengths

- The key-person system is effective. Children are given good emotional support when settling into the pre-school. Strong bonds are established and children soon grow in confidence and become active learners.
- Staff complete a series of observations with children as they play. This helps to inform planning and meet children's needs and interests. Children make good progress in their learning and development.
- Partnerships with parents are strong. Staff form strong bonds with parents and encourage them to share in their children's learning. Parents comment on the high quality of care that their children receive.
- Staff are very calm and consistent role models. Children are well behaved and demonstrate good listening and attention skills. They play cooperatively with their peers and develop good social skills.

## What the setting needs to do to improve further

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

	Due Date
■ improve knowledge and understanding of the notification requirements	20/10/2017
■ develop the arrangements for staff supervision to ensure there is a well-established programme of professional development to coach and support staff.	10/11/2017

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

- enhance opportunities for children to more fully develop their creativity and use their imaginations.

## 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. 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.

## Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The provider has failed to inform Ofsted of changes to the pre-school committee. However, they have demonstrated a robust response to this error and are keen to improve practice. The manager has developed a clear action plan that identifies key priorities with realistic targets to make improvements. Safeguarding is effective. Staff are suitably trained and are able to discuss the procedures they would follow if they had concerns about a child's welfare. The manager monitors staff performance through regular supervisions and appraisals. However, defined targets for improvements to staff practice have not been established. Feedback from parents is positive. They comment on how well their children have settled at pre-school and the progress they are making.

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

The quality of teaching is consistently good. Staff provide an interesting range of activities in the indoor and outdoor environments. Staff support children's mathematical development. Children enjoy comparing how many ice cubes they have on their plates during a group activity. Staff support the development of children's mathematical vocabulary. For instance, they introduce concepts, such as one more and one less, as children play. Staff support children's communication skills well. They ask children questions and give them the time they need to consider their answers and respond fully. Children demonstrate that they have good attitudes to learning. They love books and are very keen to share their ideas about their favourite characters and recall the stories.

### Personal development, behaviour and welfare are good

Staff are caring and sensitive and effectively support children to develop a strong sense of belonging. They provide emotional support to new children as they settle into the routine of the day. Staff empower older children to help with small tasks, such as assisting with preparing snacks for the other children. Children demonstrate high levels of independence as they chop up their fruit and lay the table. Children have daily access to an interesting outdoor play area, further promoting their physical well-being and understanding of healthy lifestyles. Staff are positive and consistent role models. Children behave well.

### Outcomes for children are good

All children gain the skills they need for the next stages in their learning and their eventual move to school. They are confident learners who are eager to engage with the range of resources available and keen to interact with others. For instance, they enjoy watering plants in the garden and talking about how things grow. Children are keen to interact with others. They show high levels of confidence and self-esteem.

## Setting details

<b>Unique reference number</b>	254138
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090369
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Kenninghall Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP523657
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	01953 888048

Kenninghall Pre-School Nursery registered in 1995. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and two at level 3. The pre-school opens from Monday to Friday during school term. Sessions are from 9am until 3.30pm Monday to Thursday and 9am until 1pm on Fridays.

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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