

Hainford Pre-School Learning Alliance

Hainford Village Hall, Hall Road, Hainford, NORWICH, Norfolk, NR10 3LX



Inspection date

27 November 2017

Previous inspection date

26 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 members of the management committee are fully involved with the effective running of the pre-school. The supervisor has a good overview of the pre-school and has an action plan in place to work towards continuous improvement.
- Children are happy and enjoy their time at the pre-school. Staff are friendly and approachable, and support children to settle well. Children build good relationships with their key person and other staff.
- Staff have a good understanding of how children learn through play. They provide a stimulating and welcoming environment, which keeps children interested and motivated in their learning.
- Children follow good hygiene routines. They have daily opportunities for exercise and fresh air in the outdoor area. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The pre-school supervisor does not consistently build on staff's good practice to help them develop an expert knowledge of teaching.
- The system for monitoring children's progress is not yet fully effective in targeting teaching more precisely to help children make outstanding progress.
- On occasions, staff do not challenge children to think things through or do as much as possible for themselves.

What the setting needs to do to improve further

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

- build further on the system for monitoring staff's practice to help raise the quality of teaching to outstanding
- strengthen the monitoring of children's progress to focus teaching more precisely on helping children achieve at the highest levels
- offer children more opportunities that challenge them to think things through and do as much as possible for themselves.

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 supervisor.
- The inspector held a meeting with the pre-school supervisor and spoke to the provider. 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

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff are motivated to work well together as part of a team. They continually reflect on the quality of the provision. Staff are keen to improve and develop. They identify training courses to help to extend their knowledge and acquire new skills. This contributes to good teaching practice and has a positive impact on children's learning. For example, speech and language training has helped staff successfully support children to develop their attention and listening skills. Safeguarding is effective. Staff are fully aware of what to do should they have any concerns about children's welfare. The management team follows rigorous recruitment procedures to ensure that all staff are suitable for their role.

Quality of teaching, learning and assessment is good

Staff carefully organise the hall and outdoor area to provide a broad range of toys and resources that builds on children's interests. Children increase their confidence as they explore the environment and make choices for themselves. For example, they creatively experiment with cardboard boxes and tubes. Children engage well and show good concentration. Staff get down to the children's level and provide support when required. Children play imaginatively, based on their own experiences. For example, during role play they use play dough to make pretend strawberry jam. Children use the role-play home area enthusiastically where they play with dolls and make pretend meals. Staff join in with children's play experiences and engage them well in conversations.

Personal development, behaviour and welfare are good

Staff give the safety and well-being of children high priority. They are vigilant and complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Children learn to be independent and responsible. For example, they find their name before snack, select what they would like to eat and pour their own drinks. Children are familiar with the daily routines, which helps to support their emotional well-being. For example, staff select a 'special helper' to help with specific tasks during the session, such as shaking the bell before tidy-up time. Staff are good role models. They are calm and help children to play harmoniously together. Children learn how to share and take turns. Staff praise children often and recognise their efforts and achievements. This helps to raise children's confidence and sense of self-esteem.

Outcomes for children are good

Children develop a good foundation for future learning in readiness for starting school. They learn to listen and respond to instructions well. Children eagerly take part in whole-group activities, such as playing a listening game. Children enjoy opportunities to develop their physical skills. For example, as they jump in puddles, kick footballs and attempt to throw balls into the basketball hoop. Children develop their personal care skills confidently, relevant to their age and ability. They find their belongings before playing outdoors and 'have a go' at putting on their own wellington boots.

Setting details

Unique reference number	254094
Local authority	Norfolk
Inspection number	1103340
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	21
Name of registered person	Hainford Pre-School Learning Alliance Committee
Registered person unique reference number	RP517382
Date of previous inspection	26 November 2014
Telephone number	07896202657

Hainford Pre-School Learning Alliance registered in 1963. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during school term time. Sessions run from 9.15am until 12.15pm. Additional afternoon sessions run on Monday and Wednesday, from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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