

Little Snoring Pre-School

The Playing Field, Stevens Road, Little Snoring, Fakenham, Norfolk, NR21 0GZ



Inspection date

29 November 2017

Previous inspection date

16 October 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

- Staff are passionate about making a difference for children. They organise the environment successfully to create a welcoming and stimulating space in which to learn. Children benefit greatly from staff's enthusiastic approach to outdoor learning.
- Staff have high expectations for the children's development. They observe and assess children's progress well. Planning for learning and development is based on a good knowledge of each child's stage of development and interests. Children make good progress, with some children excelling in aspects of learning, such as mathematics.
- Children demonstrate that they are settled and happy. They develop secure attachments to staff who are caring and attentive to their needs, which effectively supports their emotional well-being. Staff are good role models. Children learn to care for each other, cooperate and negotiate in their play and are starting to form clear friendships.
- The partnerships with parents are strong. Parents feel positive about the care and education their children receive and the guidance they get to support their children's learning at home. Staff collaborate well with outside professionals to meet children's individual needs. The pre-school is well established within the community.

It is not yet outstanding because:

- Managers do not consistently build on the good systems to monitor staff training and support, to raise the quality of teaching to outstanding.
- Managers have not fully considered how to best use information obtained from tracking children's progress, including groups of children, in order to raise their attainment levels even higher.

What the setting needs to do to improve further

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

- monitor staff support and training to help them develop an expert knowledge of teaching and review the impact of this on children's learning
- make better use of information gathered from tracking children's progress, including the progress of groups of children, in order to provide even more targeted teaching that raises children's attainment to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside 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 read written testimonials and spoke to a number of parents during the inspection and took account of parents' views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Managers have a secure knowledge of their responsibilities and manage the pre-school well. The staff are well established, qualified and experienced. They engage in required training to refresh their child protection and first-aid knowledge. All staff have a secure knowledge of the possible signs and symptoms of abuse and the wider issues surrounding child protection. Safeguarding is effective. Staff recruitment is robust and ensures the suitability of individuals who are working directly with the children. Risk assessments and staff's close supervision ensure children are safe and secure. Staff make continual improvements that have a positive impact on children's learning and development. For example, staff are currently focusing on providing activities that develop children's shoulder and arm muscles to support their early writing skills.

Quality of teaching, learning and assessment is good

Staff successfully use their experience and knowledge of their key children to plan activities that children enjoy, provide challenge and build on what children already know. Children enjoy opportunities to investigate, develop their own ideas and solve problems. For example, they work cooperatively to fit pieces of drain pipe together and test out which balls go down fastest. Staff place high priority on developing children's speaking skills. They subtly introduce new words as they engage in conversations about what the children are doing and encourage children to voice their ideas and experiences. Children enjoy their interactions with staff. They follow children's ideas to construct a house with large bricks and join in their imaginary games with enthusiasm. Staff weave mathematics into all activities. They encourage children to count, compare size and weight, recognise numbers and identify shapes as well as understand simple concepts, such as addition.

Personal development, behaviour and welfare are good

Children flourish in the calm, child-centred environment. They make choices from accessible activities as well as those planned to support their learning. Staff encourage children to be respectful of the environment as they help to tidy away toys. They continually praise children's efforts and achievements. Children demonstrate high levels of confidence and self-esteem. They engage visitors in conversation and confidently express their ideas and opinions. Staff provide positive experiences to reflect individual children's backgrounds, encourage children to share experiences from home and learn about cultural differences. Staff promote children's good health and physical skills well.

Outcomes for children are good

Children develop confidence in their abilities, a positive attitude to learning and key skills that prepare them for school. They listen well to stories, answer questions and comment on what they see. This helps to promote reading and an early appreciation of books. Children recognise their name as they self-register and show a keen understanding for letters and sounds. They demonstrate independence in managing their self-care, such as dressing themselves for outdoor play or pouring themselves a drink.

Setting details

Unique reference number	257911
Local authority	Norfolk
Inspection number	1103380
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	22
Number of children on roll	13
Name of registered person	Little Snoring Playgroup Committee
Registered person unique reference number	RP909065
Date of previous inspection	16 October 2014
Telephone number	07733144466

Little Snoring Pre-school registered in 2001 and is run by a voluntary committee. The pre-school employs five members of childcare staff. All staff hold early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm each day with extended sessions on a Tuesday and Friday from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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