

Necton Little Oaks Pre-School



Grounds of Necton Primary School, School Road, Necton, Swaffham, PE37 8HT

Inspection date 4 December 2017
Previous inspection date 19 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Parents are not consistently made aware of the precise learning needs of their children and how they can help support learning at home. Parents feel communication about their child's specific progress and achievements could be improved.
- The manager has not yet implemented an effective system for monitoring staff's teaching and assessment skills, to quickly identify gaps in children's learning and to help improve teaching to a higher level.
- Although there are strong partnerships in place with the local school, they are not secure with other settings children attend. Staff do not consistently find out about children's interests and achievements to promote continuity and consistency across all settings.

It has the following strengths

- The newly appointed manager, staff and existing committee members have worked hard to ensure that the actions from the previous inspection have been met. Staff want the best for children in their care and are dedicated to improving practice and raising standards to a good level.
- Children enjoy their time in the pre-school. They have built close relationships with their key person and welcome their interaction as they play.
- Children of all ages enjoy spending time in the interesting outdoor area. This provides good opportunities for children to be active and engage in exploratory play. For example, children are intrigued by ice on a table top and are encouraged to think about why and how it was made.

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 communication with parents to ensure they are kept consistently up to date with their children's progress and development.	28/01/2018

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

- improve ongoing performance management of staff, so that they are fully supported to enhance their teaching and assessment skills to the highest level
- strengthen partnerships with all the settings that children attend to improve information sharing and support children's care and learning even further.

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

Inspector
Carly Mooney

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager is working closely with the local authority to improve outcomes for children. She has prioritised areas for development and understands the weaknesses of the setting. Supervisory meetings have been introduced since the last inspection and training needs are beginning to be addressed. New systems have been implemented for assessing children's progress but these have not yet been monitored for their effectiveness. Staffs skills and timeliness in assessing children's progress and identifying any gaps in learning are variable. Close observations of staff's practice have not yet been implemented to help raise teaching to a higher level. The arrangements for safeguarding are effective. Staff know how to identify and refer any concerns about children, which helps to protect them from harm. Systems have been tightened to ensure that Ofsted are aware of all new committee members, so that they can carry out suitability checks. Recruitment of staff is robust.

Quality of teaching, learning and assessment requires improvement

Overall, teaching skills have improved. Staff are using a variety of teaching techniques that motivate and engage children in their play. They consistently talk to children in activities, encouraging their ideas and supporting them to think for themselves. Children who require additional support in their learning have targeted plans and staff work closely with their parents. However, they do not consistently engage with all parents to support children's progress. Not enough consideration is given to gathering information about ongoing interests at home and providing opportunities for parents to be involved in their children's learning. Staff have also not built effective partnerships with other settings children attend to further support their care and development.

Personal development, behaviour and welfare require improvement

In most aspects children's welfare is suitably supported, although the lack of ongoing information sharing with parents and other settings involved in the children's care has an impact on this. Children demonstrate that they feel safe and secure in their environment. They are confident and are developing some independence skills. For example, the youngest children learn to put on and zip up their coats and older children enjoy preparing their snack. Children are kind to each other. Older children support younger children to balance and walk on crates by holding their hand for reassurance. Children play well together and are learning to share and take turns in activities. Children are supervised well at all times to help ensure their safety. They learn to take some risks in their play as they carefully walk across a raised, thin beam unaided.

Outcomes for children require improvement

Children do not make enough progress overall. However, they do develop some necessary skills for their eventual move on to school. Younger children develop their vocabulary well as they interact confidently with staff. Children self-register for snack time, helping them to recognise their name and those of their friends.

Setting details

Unique reference number	EY360445
Local authority	Norfolk
Inspection number	1110248
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	28
Name of registered person	Necton Little Oaks Committee
Registered person unique reference number	RP523804
Date of previous inspection	19 July 2017
Telephone number	01760 722 252

Necton Little Oaks Pre-School registered in 2007. The pre-school employs four members of childcare staff. Of these, all 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 nursery provides funded early education for two-, three- and four-year-old children.

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