

Horsford Pre-School Playgroup

Horsford Village Hall, Holt Road, Horsford, Norwich, Norfolk, NR10 3DN



Inspection date

5 January 2018

Previous inspection date

18 May 2017

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

- The manager and committee have worked hard to improve the quality of the pre-school to a good level. They have acted on advice and feedback from the local authority to address the action and recommendations raised at the last inspection.
- Staff observe children and notice what they are interested in. They are skilled at spontaneously developing children's play into enjoyable learning opportunities.
- Parents are happy with the care and early education provided by the staff. They say they feel well involved in their child's learning and have a good relationship with their child's key person.
- Children make good progress from their starting points. Overall, they have a wide range of opportunities to take part in activities that challenges and motivates them to learn.
- Staff have regular individual meetings with the manager, where they discuss the quality of their teaching skills and identify areas for further professional development.
- Children behave well. Staff support children to play with their peers and teach them how to take turns, which helps support their skills for the future.

It is not yet outstanding because:

- On occasion, activities involving large groups of children are not highly responsive to the needs of two-year-olds.
- The manager does not carry out robust evaluation of how effective teaching is for those children who access additional funding, to help precisely target further support.

What the setting needs to do to improve further

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

- provide even more opportunities for two-year-old children to engage in activities that are highly responsive to their needs
- evaluate the impact of teaching more precisely, to further target specific programmes of support and help all children to make rapid progress.

Inspection activities

- The inspector observed teaching practices indoors and outdoors and assessed the impact these have on children's learning.
- The inspector held discussions with the chairperson, manager, staff, children and parents.
- The inspector viewed some of the setting's documentation, including evidence of suitability checks for members of staff and the safeguarding policy and procedures.
- The inspector sampled children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector
Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff and members of the pre-school committee hold a Disclosure and Barring Service check. The manager and her staff demonstrate a secure understanding of child protection procedures. They understand the signs and symptoms of abuse and how to report concerns about a child's welfare. The chairperson and manager show a strong commitment to maintaining and continuing to improve the quality of the pre-school. The manager has attended leadership training. By attending, she has introduced a range of ways to motivate her staff to work as a team and supports their professional development. For example, she keeps staff up to date through a morning briefing and has established an ongoing in-house training programme.

Quality of teaching, learning and assessment is good

Staff set up interesting activities, which capture children's interests. For example, children enjoy playing in a building area with toy blocks and toy diggers. Staff extend their learning by helping them measure the height of the towers with a tape measure and show them how to move their bodies in the same way a digger moves. Staff encourage children to be imaginative and introduce storylines into their play. For instance, when children say they want to go on a polar bear hunt outside, staff join in with this enthusiastically, helping children to make decisions as they tell the story and find the bear's cave. Staff give children lots of opportunities to enjoy books and make marks. The manager monitors staff assessments of children's development. She identifies children who are falling behind in their learning and puts plans into place to close these gaps.

Personal development, behaviour and welfare are good

Children arrive happily and enter with confidence. They settle well with staff when they say goodbye to their parents or carers. Staff provide children with opportunities to exercise their muscles and play in the fresh air. For example, when the pre-school outside play area is unavailable, they have arrangements in place to use another nearby play space to enable children to play outside. Children have lots of opportunities to learn about the world. They enjoy visits from members of the local community, such as the local vet, and learn about celebrations, such as Thanksgiving. Children try a range of fruit at snack time and they enjoy pineapple, orange, breadsticks and dip. When asked what they enjoy doing at pre-school, children talk confidently and say they like, 'Playing with the play dough' and, 'Enjoy eating their sandwiches at lunchtime'.

Outcomes for children are good

Children develop the skills they need to be ready for school. They play well with their friends. Children become independent and learn how to follow routines. For example, they confidently wash their own plate and cup after their snack. Two-year-old children develop their hand-to-eye coordination, such as when they shape and roll the play dough. They link words together to talk in short sentences. Older children talk about stories they enjoy, repeat phrases from familiar books and pretend to be their favourite characters.

Setting details

Unique reference number	254125
Local authority	Norfolk
Inspection number	1099392
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	40
Name of registered person	Horsford Pre-School Playgroup Committee
Registered person unique reference number	RP517335
Date of previous inspection	18 May 2017
Telephone number	01603 890811

Horsford Pre-School Playgroup registered in 1992 and is situated in Horsford, Norwich. The pre-school employs seven members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm on Monday, Tuesday, Thursday and Friday, and from 9am until midday on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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