

# Acle Pre-School

Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk, NR13 3RQ



<b>Inspection date</b>	31 January 2018
Previous inspection date	13 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 leadership and management team has promptly addressed the action raised at the last inspection. Secure procedures are in place to ensure the suitability of all members of the management committee.
- The manager and staff team continually reflect on provision and the progress children make. They evaluate how children access activities and resources. They identify areas to develop to ensure they tailor learning experiences to children's needs.
- Staff consider children's interests when planning the environment. Children enjoy taking part in the wide range of opportunities on offer. They play imaginatively in a variety of role-play scenarios. They create stories and play cooperatively with their friends.
- Children develop secure attachments with staff. They seek staff out for support and reassurance when needed. Staff respond positively to children. They praise children for their efforts. This supports children's confidence and self-esteem.
- Staff encourage children to be independent. Children confidently help to prepare a healthy snack and get themselves suitably dressed to go outdoors in wet weather.

### It is not yet outstanding because:

- Staff do not have high-quality opportunities to evaluate and reflect on their teaching skills and interactions with children.
- Sometimes, staff do not encourage children to listen to others during large-group activities. At times, children lose focus and do not settle quickly, such as when staff read to them and when children share stories from home.

## What the setting needs to do to improve further

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

- empower staff to reflect on the effectiveness of their teaching practice and support them to achieve teaching skills of the highest quality
- enhance children's listening skills and attention, and encourage them to remain interested and take account of what others say.

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

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their responsibilities to keep children safe from harm. They know how to report any concerns they have about children's welfare. The manager has effective procedures in place to monitor children's well-being and she maintains robust records to promote children's welfare. Staff attend mandatory training and those in lead roles attend specialist training. This enables lead staff to offer targeted support, for example, to those children who have special educational needs and/or disabilities. Staff make ongoing checks to ensure the premises and the activities that children take part in are safe and suitable. They take account of children's specific needs and remain vigilant to ensure they keep children safe from harm.

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

Staff know the children well. They regularly assess children's level of development and plan targeted opportunities to help them progress well. Staff identify any emerging weaknesses in children's development and implement specific programmes of support, directed to children's needs. Staff play games with children in small groups. Children concentrate and demonstrate their thinking skills as they identify missing objects. They count objects and further their mathematical development as they recognise how many objects are missing. Children enjoy making marks and painting. Older children learn to identify and write letters in their name. Staff work effectively in partnership with parents. They seek information from parents about children's development at home. They share information with parents about the progress children make in the pre-school.

### Personal development, behaviour and welfare are good

Older children know the pre-school's rules and boundaries, and confidently share their knowledge with others. Staff consistently remind younger children how to keep themselves safe, such as they must not run indoors. Children are encouraged to take and manage risks. They climb outdoors under the close supervision of staff. Staff remind children to be safe when using knives at snack time. Children choose healthy options to eat and maintain good hygiene procedures. Staff regularly encourage children to access the outdoor environment. Children enjoy playing actively outdoors. They take it in turns rolling a hoop to their friends and enjoy building together. They push wheelbarrows around and negotiate space safely.

### Outcomes for children are good

Children make consistently good rates of progress. Staff use additional funding effectively to target weaker areas of children's development and help them to progress well. For example, children become confident to play collaboratively with their friends. They develop friendship groups and learn good social skills. Children are confident to make choices, including commenting on things they dislike. Children play imaginatively and develop an enthusiasm for creating stories and using props. Staff prepare children well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY136364
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1101388
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Acle Pre-School Committee
<b>Registered person unique reference number</b>	RP517088
<b>Date of previous inspection</b>	13 June 2017
<b>Telephone number</b>	07920840221

Acle Pre-School registered in 2002. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school is open Monday to Friday during term time only. Pre-school sessions run Monday to Friday from 9.15am to 3.15pm. Extended sessions are offered on Mondays and Thursdays, with early birds from 8am until 9.15am, and stay-and-play sessions from 3.15pm until 5pm.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

