

Hummingbird Preschool

Unit 1, Great Expectations Business Park, London Road, Sutton, WYMONDHAM,
Norfolk, NR18 9SJ



Inspection date

Previous inspection date

5 February 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Management and staff are passionate about making a difference for children. They evaluate the quality of care and education they provide effectively. This helps them to drive forward areas for improvement.
- Well-qualified staff are friendly and professional. They organise the environment successfully to create a welcoming and stimulating environment that engages children and motivates them to learn. Staff have high expectations for the children's development. Observations and assessments lead to planning for future learning that is based on a comprehensive knowledge of the child and their interests.
- Partnerships with parents are strong. Staff work closely with parents and give advice to help them support their children's learning at home. Parents praise the dedication of the staff team and the high quality of care and learning their children receive.
- Children's emotional needs are very well met by staff. Staff are good role models and treat all children with respect and care. Relationships between children and staff are strong. Children benefit greatly from staff's sensitive interaction and nurturing approach. They demonstrate that they are happy and feel safe and secure in the pre-school.

It is not yet outstanding because:

- At times, when staff bring all children together for an activity, teaching is not precisely planned to support children's varying abilities.
- Staff do not consistently provide a wide range of different media and materials to support young children's sensory exploration and experimentation.

What the setting needs to do to improve further

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

- enhance the planning of group activities to consistently support children's varying abilities, so that all children achieve the highest level in their learning and development
- expand the range of media and materials available to inspire younger children's sensory and exploratory play.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact of this on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and registered person. 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

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a secure understanding of the procedures to follow if they have any concerns for a child's welfare and keep up to date with changes in legislation. Management implement robust recruitment and induction procedures and check staff's ongoing suitability regularly to ensure they are suitable to work with children. Children's welfare and safety are given high priority. Risk assessments of the premises, routines and equipment help to keep children healthy and safe. The manager provides strong leadership for staff. She encourages them to attend training to extend their knowledge and bring new ideas back to the pre-school. These changes in practice have a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

The manager and staff have a good understanding of how children learn. Staff consistently engage with children, getting down to their level and interacting purposefully as children play together. They introduce new vocabulary to younger children as they play and encourage them to use their developing language skills to talk about what they are doing. Older children eagerly engage in conversations, confidently express their wishes and share their ideas or experiences. Staff weave mathematics into all activities. They encourage children to count, recognise numbers and shapes, and compare size and height. Staff enthusiastically engage with children to encourage their imaginative play. They sing familiar songs and children confidently join in with the words and actions. Children learn traditional stories and retell these through props and role play. For example, they make porridge for the three bears while playing in the home corner.

Personal development, behaviour and welfare are good

Children flourish in the calm, well-organised and vibrant environment. They show a real sense of belonging and confidently make choices from accessible resources. Praise is used effectively by staff to acknowledge achievements and promote children's confidence and self-esteem. Children's behaviour is positive. They show respect towards each other, learning to cooperate and negotiate in their play. Friendships are evident and older children enjoy playing together. Staff are beginning to use the local community to broaden children's range of experiences and develop their understanding of the wider world. Children's good health is promoted well. They learn about the benefits of healthy eating, follow good hygiene practices and are physically active.

Outcomes for children are good

All children, including those who receive funded education, make good progress in their learning. They develop positive attitudes to learning and are eager to try new challenges. Children demonstrate good social skills and confidence in their abilities. They listen well, follow simple instructions and enjoy responsibility for carrying out simple tasks. Children show a keen understanding of letters and sounds. They use resources, such as chalks, to show a developing understanding that writing is for a purpose.

Setting details

Unique reference number	EY491863
Local authority	Norfolk
Inspection number	1036515
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Hummingbird Preschool Limited
Registered person unique reference number	RP903042
Date of previous inspection	Not applicable
Telephone number	01953 603 333

Hummingbird Preschool registered in 2016. The manager holds qualified teacher status and both members of staff hold a qualification at level 3. The pre-school opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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