

# Hemblington Pre-School

Heathlands, Woodbastwick Road, Blofield Heath, Norwich, Norfolk, NR13 4QH



<b>Inspection date</b>	23 February 2018
Previous inspection date	26 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children quickly develop secure bonds with staff, who are calm, sensitive and good role models. Staff help children to behave well and teach them how to follow the pre-school routines. They regularly praise children for their good manners.
- Staff work very well with other agencies to provide strong support to children and their families. They quickly identify children who require extra help with their learning and support their families to gain advice from specialists, such as speech therapists.
- Children are developing the skills they need to be ready for school. Staff have attended training about developing children's communication skills. They use their skills well to help children learn new words, join in with rhymes and express their ideas.
- The manager uses the knowledge gained through her foundation degree to give good advice, guidance and support to her staff team. Staff work well together. They discuss how to improve their teaching skills and help children to develop their play.
- Children enjoy their time in the outdoor area. They solve problems, for instance, as they play alongside staff in the sand pit and mud kitchen. Staff make the most of the local area, such as taking children over to the nearby wooded area to play and explore.

### It is not yet outstanding because:

- The committee and manager do not consistently carry out robust evaluation of all aspects of their practice, to further target specific areas for improvement.
- On occasion, activities involving larger groups of children are not highly responsive to the needs of children who find it difficult to concentrate for a long period of time.

## What the setting needs to do to improve further

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

- devise even better ways to evaluate the quality of the pre-school, to rigorously target specific areas for future improvements
- review the organisation of large-group activities to more fully consider how to involve all of those taking part.

### 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 read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector viewed children's development information and records.
- The inspector completed a joint observation with the manager and held discussions in relation to the quality of teaching and learning.

### Inspector

Helen Hyett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently talk about the signs and symptoms that may indicate a child is at risk from harm. They understand how to take action to report any concerns to the relevant agencies. Staff attend regular training and are encouraged to share their skills with the staff team. Staff use knowledge gained from teaching qualifications. For example, they share ideas about helping children to learn through shared thinking, where children and staff work together to solve problems and develop ideas. The manager has good systems in place to monitor children's achievements. She uses assessments of their learning to identify any gaps in their development and help them catch up with their peers. For example, staff have helped children access a wider range of activities to support their early reading and writing skills.

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

Staff observe children as they play. They understand what children are interested in and like to do. Staff use this information well to plan challenging next steps in children's learning. They help children learn about textures, for example, as they explore cooked spaghetti in different colours. Children use their fingers and tongs to pick up the spaghetti and talk about how it feels. When they describe the spaghetti as 'wiggly', staff help them extend their knowledge, for instance, as they show them how to write the words they think of. Parents speak highly of the pre-school staff and are involved well in their children's learning. They appreciate the regular updates about their child's progress and use the interesting ideas given by staff to continue their child's learning at home.

### Personal development, behaviour and welfare are good

Children learn how to do things for themselves. They select their own fruit at snack time and peel the bananas. Staff have a good understanding of how children's early physical development helps them to gain muscle strength in preparation for future learning. For instance, staff help children to balance on a beam and develop upper-body strength, such as when they learn to hold and turn large ropes. They help children to practise moving their arms around and up and down, for example, as they clean the table after snack. Staff positively encourage children and their families to share celebrations and festivals from their own culture. For example, children enjoy finding out about traditional celebrations of the Netherlands, such as the tradition of 'Sinterklaas'.

### Outcomes for children are good

Children are motivated to learn. They choose their own activities and solve problems. For example, they choose what tools they could use to build sand castles. Older children learn to count, identify numbers and enjoy listening to stories. Younger children learn how to feel comfortable separating from their parents and carers, and play alongside their peers. Children for whom the setting receives additional funding are quickly developing their confidence and independence.

## Setting details

<b>Unique reference number</b>	254107
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1103341
<b>Type of provision</b>	Sessional 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>	21
<b>Name of registered person</b>	Hemblington Pre-School Committee
<b>Registered person unique reference number</b>	RP523906
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	01603 712464

Hemblington Pre-School registered in 1992. The pre-school is open on Tuesday, Wednesday, Thursday and Friday, from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications at level 3 and above. The manager has a relevant qualification at level 5 and one member of staff holds early years teacher status.

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