

# Little Melton Preschool Nursery

Little Melton Village Hall, Mill Road, LITTLE MELTON, Norfolk, NR9 3NX



<b>Inspection date</b>	19 April 2018
Previous inspection date	19 June 2015

<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

- The management committee is fully involved with the effective running of the pre-school. The manager and her team are reflective practitioners. They regularly evaluate the provision to identify improvements to support the needs of all children who attend. They work with the committee to play an active part in the local community, including working in partnership with the nearby schools.
- The experienced staff team is knowledgeable about child development. Staff make good use of their observations of children's play to plan a range of interesting activities to promote children's learning.
- Children enjoy playing with a wide range of attractively presented toys and equipment. They choose what they would like to do next, from baking play dough cakes in the role-play kitchen to riding tricycles to the pretend workshop for 'fixing'.
- Staff are approachable. They communicate effectively with parents, sharing details of children's progress and interests to support their learning at home.
- Parents speak highly of staff, noting their friendliness, professionalism and reassuring manner.

### It is not yet outstanding because:

- Staff do not yet gather precise information about children's prior learning when they first start attending the pre-school to help them make even better progress.
- On occasion, staff do not make the most of opportunities to fully support children to initiate conversations with their peers.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about children's capabilities during settling-in periods to provide targeted learning opportunities for children's progress at an early stage
- support children more to initiate conversations with their peers.

### Inspection activities

- The inspector observed the quality of teaching inside and outside and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and reviewed children's learning records.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and spoke to a member of the committee. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.

### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the procedures in place to keep children safe. They know what to do if they have any concerns about a child's welfare. There are robust procedures to ensure children play in safe spaces inside and outside. Staff identify improvements as a team, developing areas, such as the garden to support children's needs and interests. Staff regularly access training, frequently choosing courses that will help them to support children who have special educational needs. Additional funding, such as the early years pupil premium, is spent appropriately to support children's development.

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

Staff know children well and have a good understanding of how to plan for children's learning and continuous progress. Staff respond to children's interests to extend their learning. For example, staff provide magnifying glasses and identification booklets for children hunting for snails and insects in the garden. Children have a range of opportunities to develop numeracy skills. They count out pieces of fruit as they serve themselves at snack time and count their friends during registration. Children make choices about what to do next, frequently using skills modelled by staff in their play. For example, they spontaneously pretend to read a recipe book and tell their friends how to make play dough cakes.

### Personal development, behaviour and welfare are good

Children settle quickly into the warm and welcoming environment, showing that they feel safe and secure. Parents comment on the effective bonds children build with staff. Children are encouraged to express their views and experiences. They are invited to share their news with their friends and staff ask questions to extend their thinking. Children have plenty of opportunities to learn about the world. They take trips to the local airport to view the aeroplanes and the local police team visit to read stories and show children their vehicles. Children develop their independence and self-care skills through routine activities, such as washing their hands for snack, putting their own wellington boots on and confidently taking themselves to the toilet. Children have a good understanding of the rules of the pre-school and often remind their friends to say 'please' or to use their 'walking feet' inside. Staff praise children for their achievements, promoting self-esteem.

### Outcomes for children are good

All children achieve well and make good progress. They develop key skills that prepare them well for the next stage in their learning, such as school. They play well with their friends, sharing resources and chatting during play. Children develop early literacy skills, joining in with familiar refrains in stories and talking about what will happen next. For example, children are able to predict what will happen to a caterpillar when it makes a cocoon. They reflect on times they have seen a butterfly on their way to pre-school or in the garden.

## Setting details

<b>Unique reference number</b>	254152
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090370
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Little Melton Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP908664
<b>Date of previous inspection</b>	19 June 2015
<b>Telephone number</b>	01603 812362

Little Melton Preschool Nursery registered in 1992. The pre-school opens five days a week, during school term times. Sessions are from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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