

# Old Catton Pre-School

Lodge Lane First School, Lodge Lane, Norwich, NR6 7HL



## Inspection date

27 April 2018

Previous inspection date

23 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider did not know that they must inform Ofsted of changes to the pre-school committee and manager.
- Staff demonstrate good-quality teaching skills, but the manager does not sharply target specific areas of individual performance development and reflection to raise the quality of teaching and children's learning to the highest level.
- The manager has yet to build further on existing arrangements for gathering information from parents about children's skills and prior learning to help provide even greater support for children from the very start of the settling-in process.

### It has the following strengths

- Staff know the children well. Overall, they make good use of their assessments and relationships with parents to plan a broad range of activities tailored to children's interests and learning needs. Staff quickly identify and address any gaps in children's learning to ensure they make continued good progress in all areas of development.
- Children build secure attachments to staff and settle quickly. They confidently talk about their home lives and share things that are important to them. Children are confident and independent, putting their coats and shoes on themselves and sharing their opinions.
- Children access a broad range of experiences indoors and outdoors. Staff are attentive and enthusiastic, playing alongside children and extending activities to meet their needs.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ improve knowledge and understanding about when to notify Ofsted of any changes, such as to the committee and manager. | 11/05/2018 |
|---|------------|

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

- focus the performance management of staff sharply to identify individual areas for reflection and development, to help raise the quality of teaching even further and support children to achieve at the highest levels
- build further on existing arrangements for gathering information from parents about children's skills and prior learning to support the settling-in process from the very start.

## 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 at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager and a member of the committee. She looked at documentation and evidence of the suitability of staff working in the pre-school.

**Inspector**  
Kate Oakley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management committee has failed to inform Ofsted of a change in manager and of departing committee members. The provider has demonstrated an understanding of how to resolve this and prevent these errors occurring again. However, children's safety and well-being have not been at significant risk because appropriate suitability checks have been completed. Safeguarding is effective. Staff have a secure understanding of the procedures to follow if they have a concern about a child's welfare. The experienced manager has high expectations for the quality of the provision and continually seeks to develop it further. Regular staff meetings are used to share ideas and cascade training information. Effective partnerships with other settings and professionals ensure continuity of care and educational experiences for children.

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

Staff engage positively with children. They model language clearly and listen carefully to children, asking questions to extend their ideas. The pre-school environment is rich in mathematical learning opportunities. For example, children tell each other how old they are. Outside, they count cars and talk about how tall the trees are. Parents are valued as active partners in children's education, care and development. They participate in their children's learning, and say they are 'delighted' with the level of care and support staff show their children. Staff extend children's learning experiences through books, for instance, as they support them to use magnifying glasses to identify pictures of creatures and talk about their defining features. Children are supported to think about and celebrate each other's differences.

### **Personal development, behaviour and welfare are good**

Children are excited when they arrive at the warm and welcoming pre-school. They confidently make choices about what they want to do next. They follow good hygiene routines, independently washing their hands before snack and after using the toilet. Children's behaviour is good and staff act as role models, for example, as they share clear expectations through pre-school rules. Children play cooperatively together, negotiating turns and enjoying each other's company. Groups of children help each other to build sandcastles outside, and take turns to be the shopkeeper in the role-play supermarket.

### **Outcomes for children are good**

Children enjoy their time at the pre-school. All children make good progress from their starting points, including those with additional needs. Children are motivated learners, asking questions and trying out new ideas with confidence. They develop early literacy and mathematical skills. For example, they find their named peg and enthusiastically write lists of items and quantities to buy in the role-play shop. Children develop key skills to support their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY356538
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1093078
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Old Catton Pre-School Committee
<b>Registered person unique reference number</b>	RP527047
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01603 413946

Old Catton Pre-School registered in 2007. The pre-school is open Monday to Friday from 8.45am until 3.30pm, during term time only. It employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 and one holds a qualification at level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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