

# East City And Framingham Earl Area Children's Centre & Ducketts Pre- school



Nursery, Duckett Close, Norwich, NR1 2LR

<b>Inspection date</b>	21 May 2018
Previous inspection date	Not applicable

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

- Staff organise the environment successfully to create a welcoming and stimulating environment that engages children and motivates them to explore and learn.
- Parents are fully involved in the life of the pre-school. Staff establish strong and trusting partnerships with parents. Parents speak highly of staff, the care and learning their children receive and the support they receive to help children's learning at home.
- Staff work very closely with parents and liaise efficiently with other professionals to secure any additional help for children who need early support to close gaps in their learning. They carefully adapt the environment to ensure all children's needs are met.
- Children's emotional well-being is effectively supported. Staff develop warm and caring relationships with children, who settle quickly. Children learn to be kind, well-mannered and considerate of others. They behave well and enjoy playing with their friends.

### It is not yet outstanding because:

- Performance management arrangements do not focus precisely enough on how staff can fully develop and extend specific aspects of their teaching skills.
- Staff do not always gather detailed information about children's prior learning to enhance individualised and well-focused plans for learning on entry to the pre-school.

## **What the setting needs to do to improve further**

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

- refine the monitoring of staff practice so that it is more focused on precise aspects of children's learning and development and drives the quality of teaching to the highest level
- gather more precise information from parents about children's prior achievements at home so that highly focused plans for learning can be implemented at the earliest opportunity.

### **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 pre-school leader.
- The inspector held a meeting with the pre-school leader and 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**

Lindsey Cullum

## **Inspection findings**

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. Staff and managers take part in regular child protection training and know the possible signs and symptoms of abuse. They are confident about how to protect children and themselves, and know the steps to take should concerns arise. Staff recruitment is robust and ensures the suitability of individuals who are working directly with children. Risk assessments and staff's close supervision, ensure children are safe and secure. Staff make continual improvements that have a positive impact on children's learning and development. For example, staff are currently enhancing the outdoor area to provide a wider range of experiences for children who enjoy learning outside.

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

Staff have high expectations for children's development. They regularly assess children's progress and set out activities which reflect their differing needs, abilities and interests. This helps children make good progress in all areas of their learning. Staff get down to the children's level and join in their play. They place a high priority on developing children's speaking skills and provide good support for children who speak English as an additional language. Staff introduce new vocabulary and pronounce words clearly as they engage in conversations about what children are doing and encourage children to voice their ideas and experiences. Staff weave early mathematics into activities. They encourage children to count, identify and match colours and compare size during play. Children have many opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with chalks, handle tools and manipulate materials, such as dough, with increased control.

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

Children are happy, confident and flourish in the pre-school environment. They make choices from accessible resources and confidently ask staff to help them find additional resources to add to their play. Children demonstrate good self-help skills; they independently wash their hands before meals and serve themselves healthy snacks. Staff diligently cater for children's allergies and dietary needs. Children learn about personal safety, boundaries and managing risks. They thoroughly enjoy play and learning outdoors. They are active, developing good physical skills, balance and coordination.

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

Children develop a good foundation for future learning in readiness for starting school. This includes children who receive funded education. Children become confident and independent learners. They are inquisitive, ask questions and listen well. They make friends and develop an understanding of how to work together and get along. Group activities help children learn to wait for their turn and become confident speaking in front of others. Children develop good early literacy and mathematical skills. They show a keen interest in books, understanding that print carries meaning. Children show determination to achieve tasks and pride in their achievements.

## Setting details

<b>Unique reference number</b>	EY500613
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1049277
<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>	24
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Ormiston Families
<b>Registered person unique reference number</b>	RP901215
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01603 219797

East City and Framingham Earl Area Children's Centre and Ducketts Pre-school registered in 2016. It is run by the Ormiston Families charity. The pre-school opens Monday to Friday, all year round. Sessions are from 8.15am to 3.45pm. The pre-school employs six members of staff. Of these, five hold appropriate qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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