

# Chapelbreak Pre-School

Chapelbreak Village Hall, Bowthorpe, Norwich, Norfolk, NR5 9LG



<b>Inspection date</b>	5 June 2018
Previous inspection date	13 April 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 manager is committed to the continued development of the pre-school. She seeks the views of children, staff and parents to help her to evaluate practice. She identifies areas to develop so that provision is closely matched to children's needs.
- The staff work well together and share good practice with each other. They communicate well throughout the day to ensure they meet children's needs. Staff benefit from a wide range of training opportunities to enhance their personal practice.
- Staff demonstrate effective teaching skills. They follow children's interests as they play. They ask children questions and encourage them to use their thinking skills. Staff know the children well and regularly provide them with challenge to extend their learning.
- Children are busy and engaged throughout the day in well-planned and interesting activities. They demonstrate that they are eager to learn in both adult-led and independent play.
- Staff have high expectations for children's behaviour. They teach children to be polite and use good manners. Children build secure attachments with staff and each other.

### It is not yet outstanding because:

- Staff do not consistently encourage younger children to 'have a go' at small tasks and develop their independence in self-care.
- While staff work effectively in partnership with some parents, they do not consistently engage all parents to support children's learning in the pre-school and at home.

## What the setting needs to do to improve further

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

- use every opportunity to promote younger children's independence and encourage them to try small tasks for themselves to extend their competence in self-care
- strengthen partnership working with parents and develop highly successful strategies that engage all parents in their child's learning in the pre-school and at home.

### 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 manager.
- The inspector held a meeting with the pre-school manager and provider. 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

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand what they must do if they are concerned about children's welfare. They know the children and their families well. They know how to identify signs that a child may be at risk of harm. The manager ensures that staff keep their knowledge up to date. She reviews the pre-school's policies and procedures regularly. The manager supports her staff through ongoing and regular discussions about practice. Staff eagerly access professional development opportunities to develop their knowledge and understanding. They incorporate their new ideas into the provision, such as improving outdoor play opportunities and providing boys with interesting ways to develop their writing skills. The manager and staff check closely on children's progress. They evaluate the progress made by groups of children. This helps them to specifically target areas where children may need additional support.

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

Staff consistently engage children in good-quality learning opportunities throughout the day. Staff know what interests children and they plan the environment to hold children's interest and motivation. Staff take note of children's ideas for activity planning and incorporate their ideas into daily play experiences. Staff regularly assess children's level of development and progress. They identify what children need to learn next. Staff skilfully challenge children through effective questioning and encouragement as they play. Staff support children's communication and language skills well. They model and repeat language and engage children in conversations. They introduce children to mathematical language, for example, they count the number of children and adults at the pre-school. Staff challenge them further and encourage them to count backwards.

### Personal development, behaviour and welfare are good

Children are settled and happy in the pre-school. They listen to staff and follow their instructions. Children know the pre-school routines and manage them efficiently. Older children move between routines and activities effortlessly with minimum disruption to learning. Children have regular opportunities to play actively outdoors. Younger children scoot and ride outside. Staff teach children about road safety and children continue the game as they listen and respond to others saying 'red means stop' and 'green means go'. Staff are vigilant and supervise children well. They ensure children are suitably protected from the sun. Children are encouraged to adopt healthy lifestyles. They follow good hygiene procedures, eat healthily and stay active.

### Outcomes for children are good

Children make consistently good rates of progress from their starting points. They are busy and active learners who show broad interests in many different activities. Children engage well in activities and are inquisitive. They are confident to provide responses to staff's questions and think carefully before they respond. Staff prepare children well for the challenges in their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	254013
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090361
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Chapelbreak Playgroup Committee
<b>Registered person unique reference number</b>	RP904094
<b>Date of previous inspection</b>	13 April 2015
<b>Telephone number</b>	01603 442059

Chapelbreak Pre-School registered in 1992. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and from midday until 3pm for three- and four-year-old children. Sessions are from 9am until 11.30am for two-year-old children. The pre-school provides funded early education for two-, three- and four-year-old children.

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