

North Wootton Pre-School



St. Augustines Way, South Wootton, Kings Lynn, Norfolk PE30 3TE

Inspection date	4 October 2018
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The pre-school committee and manager do not regularly or effectively support all staff to monitor and improve their teaching. As a result, staff do not receive the coaching they need to celebrate areas of particular strength and identify and address areas of weaker practice to improve.
- The manager does not accurately evaluate information about the progress different groups of children make. Although they gain information about children's development, they do not use it effectively to identify areas to improve within the provision and to close gaps in learning promptly to ensure children's continuous progress.
- Staff do not always fully effectively support children's social skills and interactions with each other. On occasion, they take control of resolving conflicts rather than helping children to learn skills to deal with situations themselves in a positive manner.

It has the following strengths

- Staff build strong partnerships with parents. Parents provide information about children's capabilities and achievements when they first start. Staff use this to plan for individual children's learning from the outset.
- Children have plenty of opportunities to be physically active. They enjoy using tricycles, riding scooters, digging with tools, and running in open spaces.
- Children enjoy their time at the pre-school. They are excited to arrive and keen to join in with activities. Children form secure bonds with staff and settle quickly. They demonstrate that they feel safe and secure.

What the setting needs to do to improve further

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

	Due date
implement a regular and robust programme of supervision for all staff, to provide effective monitoring and coaching to improve their performance and practice.	09/11/2018

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

- evaluate the information gathered from monitoring the progress groups of children make, to identify areas for improvement and quickly close any gaps in children's learning
- make better use of opportunities during children's play to build on their social interaction skills and support them to make relationships with peers.

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 held a number of discussions with the manager. She looked at relevant documentation, including staff records and evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management requires improvement

The lack of appropriate supervision arrangements prevents consistency and development of high-quality practice within assessment and teaching. Management provides some support for staff, but systems are not effective enough to target weak teaching well. The monitoring and evaluation of children's progress are not sufficient to drive improvements. This hinders the progress children make. The arrangements for safeguarding are effective. The manager and staff have a good knowledge of child protection issues and know how to report any concerns they have about children's welfare. Staff undertake regular training, such as safeguarding and first aid, to keep their knowledge up to date. Parents praise the supportive staff and their work with other professionals involved in supporting children's care and development.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not always support children to engage with group activities and concentrate. This means children become distracted or disruptive and miss learning opportunities. Staff demonstrate some good teaching skills during activities and make accurate assessments of children's learning during play. For example, staff encourage children to count on their fingers during a song about speckled frogs and practise working out how many are left. This supports children's understanding of quantity and subtraction. However, weaknesses in evaluating assessments of groups of children and, subsequently, staff's ability to swiftly identify and address gaps in the provision prevent all children from making good progress.

Personal development, behaviour and welfare require improvement

Children do not always receive consistent support from staff to learn social skills. As a result, some children cannot positively resolve disputes with others or play cooperatively at the same activity. They choose not to engage with certain activities as they struggle to manage their feelings and behaviour independently. For example, children move from a popular play dough activity after being unable to sit next to their favourite staff member or share a tool. However, staff effectively organise their environment to enable children to make choices and extend their play. For example, children choose from a range of interesting materials in a craft cupboard and select which construction materials they would like to build with.

Outcomes for children require improvement

Children do not make the progress of which they are capable, particularly in their personal, social and emotional development. Gaps in learning, such as difficulties in managing feelings and making relationships, are not effectively addressed to support children's continued achievement in a timely manner. Despite this, children do develop some skills to help them prepare for future stages in learning, such as school. For example, children enjoy stories and books. They join in with familiar refrains and enthusiastically talk about the illustrations. Children develop self-care skills, such as taking themselves to the toilet independently, washing their hands well and pouring themselves drinks throughout the day.

Setting details

Unique reference number	254197
Local authority	Norfolk
Inspection number	10065028
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	27
Number of children on roll	49
Name of registered person	North Wootton Pre-School
Registered person unique reference number	RP517387
Date of previous inspection	18 May 2016
Telephone number	01553 675761

North Wootton Pre-School registered in 1992 and is committee run. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time only. Sessions run from 9am until 3pm. 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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