

Necton Little Oaks Pre-School



Grounds of Necton Primary School, School Road, Necton, Swaffham PE37 8HT

Inspection date	16 October 2018
Previous inspection date	4 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The leadership and management team demonstrate their drive, ambition and commitment to the ongoing development of the pre-school. They take account of the views of children and parents to secure continued improvements.
- Staff work closely with parents to engage them in their children's learning. They keep parents informed about children's progress. Staff share information and ideas with parents to help them to continue their children's learning at home.
- Staff encourage children to be independent and carry out small tasks for themselves. Children are confident as they move around the setting. They interact well with their peers and staff. Children freely access resources to help enhance their learning experiences.
- Staff encourage children to be kind to each other and to share resources. Children listen and respond to staff's instructions. They show that they can adapt their behaviour to different situations. At group times, children quickly quieten to listen to stories.
- Children are busy and active throughout the day. They enjoy having a go at the interesting and varied opportunities that staff plan for them.

It is not yet outstanding because:

- Sometimes, staff ask children too many questions as they play to which children do not respond. This occasionally impedes children's concentration and involvement in self-chosen activities.
- The manager does not use a robust system to monitor and evaluate the progress that different groups of children make to precisely target teaching and learning.

What the setting needs to do to improve further

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

- question children more skilfully during self-chosen activities to sustain their high levels of concentration and engagement
- monitor and evaluate the progress different groups of children make to secure high-quality teaching and learning opportunities to promote children's rapid progress.

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. 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 leadership and management is good

The leadership and management team have worked successfully together to raise the quality of the provision. Staff are confident in their roles and are well supported by the manager. The manager has implemented an effective system to monitor staff's performance and help them to continually improve their knowledge and skills. New staff confidently use their experience and ideas to contribute to the continued development of provision. The manager develops good links with other providers that children attend. She works closely with the local school to help children to gain important skills to prepare them for their move on to school. Safeguarding is effective. Staff have a secure understanding of how to keep children safe from harm. They understand their responsibilities to report any concerns they have about children's welfare. Staff are vigilant and supervise children closely.

Quality of teaching, learning and assessment is good

Staff know the children well. They regularly assess children's individual progress. Staff use this information to plan for how they will help children to achieve their next steps in learning. They identify where children are at risk of delay. Staff work closely with parents to ensure children receive appropriate support. They follow children's interests as they play. Children play actively and jump on coloured shapes when directed by staff. They develop their mathematical understanding well, such as when they identify shapes that they see in the room. They know that the smoke alarm is a circle. Staff talk to children as they play, and they model language for children to hear and repeat. They adapt their teaching according to children's level of development. Children play imaginatively. Staff make suggestions to help children to develop their stories. Staff make good use of additional funding to secure children's learning and engagement, and to enhance their problem-solving skills.

Personal development, behaviour and welfare are good

Children learn to identify and manage risk for themselves. They know that they must be careful when using the wet outdoor play equipment. Staff talk to children about the importance of eating healthily and maintaining good hygiene practice. Children are encouraged to be independent in their self-care. Older children get themselves ready to go outdoors. Younger children are encouraged to find their belongings. Children enjoy playing physically outdoors. They kick and throw balls to each other. Children ride around on tricycles to help to develop their physical skills. Staff are good role models. They communicate well with each other and encourage children to be polite and use good manners. Children develop secure bonds with staff and enjoy playing alongside them. Staff praise children often to help boost their self-esteem.

Outcomes for children are good

Children progress well from their starting points in learning. They are motivated and eager learners. Children communicate well with others, and they are confident to make choices and express their opinions. They develop good social skills. Children gain key skills to help them to be prepared for their future learning, including their move on to school.

Setting details

Unique reference number	EY360445
Local authority	Norfolk
Inspection number	10079612
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Necton Little Oaks Committee
Registered person unique reference number	RP523804
Date of previous inspection	4 December 2017
Telephone number	01760 722 252

Necton Little Oaks Pre-School registered in 2007. The pre-school employs four members of childcare staff. Of these, three 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 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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