

Ormesby Village Pre-School



Ormesby Village Pre-School, Ormesby Village Infant School, Spruce Avenue, Ormesby, Great Yarmouth, Norfolk NR29 3RY

Inspection date	8 October 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 leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The management committee has not ensured that new committee members follow the necessary procedures in order for Ofsted to complete the required suitability checks. Ofsted has not been notified of a change to the nominated person as required.
- The arrangements for checking newly appointed staff are not fully embedded and therefore are not effective in ensuring all new staff are suitable to work with children.
- Staff do not consistently use opportunities to build children's understanding and develop their thinking skills, such as when talking about safety rules or cause and effect.
- Arrangements for the supervision of staff do not use all available sources of information to encourage reflection and identify specific areas for development and coaching.

It has the following strengths

- The management committee and well-qualified staff team are reflective and focused on continual improvement. Staff studying for higher level qualifications are encouraged to take responsibility for areas of the provision, such as the planting garden to develop.
- Staff complete accurate assessments of children's progress in learning. The manager effectively collates and analyses this information to identify areas of the provision to improve. This is shared during staff meetings and plans for supporting individual children are actioned swiftly to ensure children make continual progress.
- Children play cooperatively, helping each other to reach a shared goal. For example, they fill a cake case with mixture together. Children tell their friends 'good job' when they succeed at a task.

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
provide Ofsted with the relevant information to enable suitability checks to be completed for all committee members and the nominated person to be updated	02/11/2018
ensure suitability checks for new staff are conducted in full and recorded appropriately.	02/11/2018

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

- strengthen arrangements for monitoring practice and developing staff's personal effectiveness to raise the quality of teaching to outstanding
- maximise opportunities for children's learning experiences to be extended and their thinking skills developed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors across all rooms, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager and committee chairperson. She looked at relevant documentation, including evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation 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 manager and committee chairperson are aware of safer recruitment procedures. However, the arrangements for undertaking suitability checks of newly appointed staff are not consistently conducted or recorded. As a result, the provider is unable to demonstrate all staff are suitable. Arrangements to notify and provide Ofsted with the required information regarding changes to the committee are not fully effective. This is due to a prior lack of understanding of how to contact Ofsted with the relevant information. However, committee members do not have unsupervised access to children. The management committee, manager and staff have a good understanding of child protection issues and know how to report any concerns they have about children's welfare. Safeguarding is effective. Parents are regularly invited to events and special activities at the pre-school. Staff sustain a strong partnership with the on-site school. This helps to support children's transition to Reception class.

Quality of teaching, learning and assessment is good

Staff's interactions with children demonstrate consistently good teaching skills. Staff use a range of words to describe children's actions during play. This helps to build children's vocabulary and supports their understanding. Staff teach children about appropriate tool use. For example, they explore how a sieve can remove lumps from flour to make it smooth. Staff encourage children to use mathematical skills in a meaningful way. For example, children weigh ingredients and count how many more bun cases they need during a baking activity. Older children find their name to self-register at the beginning of the session and at snack times. This aids their literacy skills. Children access a range of craft materials, follow their own ideas to create items and are confident to request help or extra items from staff.

Personal development, behaviour and welfare require improvement

Children's welfare is not fully assured due to weaknesses in leadership and management practice regarding suitability checks for committee members and staff. However, children are excited to arrive and clearly enjoy their time at the setting. Staff praise children and give specific feedback on what they are doing well. For instance, staff comment on children's 'good listening' during activities. Staff sensitively encourage children to talk about pictures and models they make. This helps to support children's self-esteem and sense of pride in their work. Children wash and dry their hands thoroughly at appropriate times.

Outcomes for children are good

All children make good progress from their starting points and are well prepared for their next stage in learning, such as school. Children play imaginative, boisterous games in the garden. They climb, jump and run with their friends as they pretend the ground is made of lava. Children readily engage in discussions and conversations, talking about their experiences at home and special events.

Setting details

Unique reference number	EY244425
Local authority	Norfolk
Inspection number	10071053
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	1 - 11
Total number of places	85
Number of children on roll	65
Name of registered person	Ormesby Village Pre-School Committee
Registered person unique reference number	RP520977
Date of previous inspection	23 March 2015
Telephone number	01493 731274

Ormesby Village Pre-School registered in 2002. The pre-school employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday except for Christmas, statutory bank holidays and staff training days. Pre-school sessions are from 9am until 3pm and provide funded early education for two-, three- and four-year-old children. Out-of-school care is available from 8am until 9am, and from 3pm until 6pm.

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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