

Hevingham Under 5's Association



The Portacabin, Hevingham CP School, Westgate, Hevingham, Norwich,
Norfolk NR10 5NH

Inspection date	8 November 2018
Previous inspection date	10 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 team and staff are committed to the ongoing development of the pre-school. They continually look at ways to improve what they offer children. They take account of children's interests and overall progress to identify where to target developments most effectively. Children experience good-quality care and education.
- Staff are good role models. They communicate effectively with each other and show children and other adults that they are valued. Children learn from staff's positive behaviour. They listen and respond to staff's instructions and behave consistently well.
- Staff know the children well. They regularly and accurately assess each child's capabilities and plan targeted learning opportunities according to their individual needs. Children engage well in activities and demonstrate a positive attitude to learning.
- Staff work effectively in partnership with parents. They gather detailed information from parents to support children's smooth entry into the pre-school. Staff share information with parents about children's progress. They use information from parents about children's learning at home to build on their experiences in the pre-school.
- Children are confident to express their needs and to choose what they want to do. They seek support where needed and show determination to reach their chosen goal.

It is not yet outstanding because:

- Occasionally, staff ask children multiple questions as they play. Sometimes, this detracts from children's concentration when they are immersed in their own thoughts and ideas.
- Staff are not highly confident to share their skills and critically reflect on each other's teaching practice to guide and support their continued professional development.

What the setting needs to do to improve further

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

- enhance questioning skills even further during activities to enable children to focus on developing their own thoughts and ideas
- build staff's confidence to share skills and reflect on each other's teaching practice to drive the quality of teaching to a high level.

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 a committee member. 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

Safeguarding is effective. Staff have a secure understanding of how to report any concerns they have about children's welfare. They know how to identify signs that may indicate that a child is at risk of harm. They deploy themselves well and closely supervise children throughout the day. The manager has a current knowledge and understanding of wider safeguarding issues. She shares her extensive knowledge with staff and regularly checks on their understanding. The manager works in partnership with other professionals to promote children's welfare. She shares information with them and contributes to joint assessments of children's needs. The manager supports staff to take on lead roles in the pre-school. For example, they access training to enhance their knowledge and understanding of how to support children's different learning needs.

Quality of teaching, learning and assessment is good

Children are busy and active throughout the day. Staff continually engage children in good-quality learning opportunities. Equally, children enjoy playing independently. This gives them an opportunity to develop their imagination and social skills, overall. Children enjoy exploring and investigating. They carefully fill containers with water and stones. Older children work out how to make the containers float or sink. Staff support younger children to count the stones to help enhance their mathematical development. Children are confident communicators and eagerly share stories with staff about their home life. They pretend to prepare food and eat a meal together in the role-play area and enact familiar scenes from home. Staff talk to children about the food they eat and how to stay safe in the kitchen. Children readily access writing materials indoors and outside. Staff encourage older children to write their name. Younger children make marks and develop their physical skills.

Personal development, behaviour and welfare are good

Children develop close and trusting relationships with staff. They are happy and settled in the pre-school. Staff support children to be independent. Older children are competent in self-care and follow good hygiene procedures. Younger children are familiar with routines and know that they must wear outdoor clothing that is suitable for the weather. They cooperate with staff when getting dressed. Outdoors, children engage in physical play. They climb steps and safely descend using a slide. Children have sociable mealtimes. They choose from healthy options at snack time. Staff are perceptive to children's changing needs and emotions. They use positive behaviour management techniques to resolve younger children's disputes. Older children play cooperatively together. They negotiate and share resources to keep play going.

Outcomes for children are good

Children make consistently good rates of progress from their starting points. They are eager and active learners. They communicate well with others and develop good social skills. They readily seek out varied learning experiences to practise and extend their knowledge and understanding. Children gain important skills to ensure they are ready for the next stage in their learning, such as school.

Setting details

Unique reference number	254110
Local authority	Norfolk
Inspection number	10064952
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	22
Number of children on roll	28
Name of registered person	Hevingham Under 5's Association Committee
Registered person unique reference number	RP523658
Date of previous inspection	10 November 2015
Telephone number	01603 754988

Hevingham Under 5's Association registered in 2008. The pre-school employs five members of childcare staff. Of these, four 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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