

Clenchwarton Pre School



Memorial Hall, Blackhorse Road, Clenchwarton, KING'S LYNN, Norfolk
PE34 4DN

Inspection date	5 November 2018
Previous inspection date	22 March 2016

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 manager ensures that she uses additional funding, such as early years pupil premium or inclusion grants, to support children's attendance and learning appropriately. The manager and staff build effective partnerships with other agencies to enhance children's overall care and well-being.
- Staff value parents as key contributors to children's learning. They gather information from parents about children's capabilities on entry. Staff continue to use information from parents about children's interests and individual needs alongside their own accurate observations of children's learning. This shapes the activities and care that staff provide.
- Children are confident to make choices about what they want to do next. For example, they choose when to have snack, which cup and bowl they want to use and what they would like to eat. This promotes their independence.
- Children develop a love of reading. They enjoy looking at books and turning the pages. Children become confident communicators. They talk about their home lives, what they have been doing and their likes and dislikes. This promotes their speech and language development.
- Parents value the caring staff team. They note how eager their children are to arrive each day and how well they have progressed since attending.

It is not yet outstanding because:

- Staff do not use the existing good systems for monitoring children's progress as an incisive tool for reflection to drive improvements for the whole provision.
- The current arrangements for monitoring and reviewing staff performance, such as observations and supervision meetings, do not focus sharply enough on raising the quality of teaching practice.

What the setting needs to do to improve further

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

- strengthen the use of information gathered during the monitoring of children's progress, to reflect on practice and identify ways to further improve the provision
- use the existing methods for evaluating and developing staff practice more effectively to raise the quality of teaching to the highest 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 held a number of discussions with the committee chairperson and the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this 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 through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The management team regularly seeks feedback from parents to identify areas to be improved or to find out what parents particularly value. They use this information well to set goals and introduce new approaches, such as regular parent consultation meetings. Staff access training to ensure they have appropriate knowledge and skills. This enables them to meet children's health and care needs. All staff have specialist training to support children's individual healthcare plans. The arrangements for safeguarding are effective. The committee and staff team know what to do if they have concerns about the welfare of children in their care. They recognise the signs and symptoms that may indicate children are at risk of harm. Staff use links with community services, such as the mobile library, to enrich children's learning experiences.

Quality of teaching, learning and assessment is good

Staff are active participants in play. They use opportunities to build on children's interests and ask questions to encourage thinking skills. For example, staff prompt children to think about numbers and quantities during everyday activities. Children count how many pieces of fruit they have and how many children are at their table. This helps to support their mathematical understanding. Children listen carefully to staff, such as when playing an energetic copying game. They begin to make links between natural objects, such as the understanding that pine cones come from trees.

Personal development, behaviour and welfare are good

Children are polite and well behaved. They greet staff enthusiastically as they arrive. Children find their photograph to self-register in their key-person group at the start of their session. This promotes their sense of belonging. Staff listen to children's opinions and ideas. This supports their self-esteem and demonstrates that their views are valued. For example, staff ask children to make choices about what they want to add to their dough. Staff promote children's independence. They encourage children to put on their coats and pour their own drinks during snack time. Staff promote good opportunities for developing children's personal, social and emotional development. They teach children to share and take turns. Staff support children to try tasks they find challenging. For example, a child who is unsure how to cut fruit is encouraged to hold the knife alongside a staff member to master the holding technique. Staff promote children's awareness of differences and similarities. This helps children to behave respectfully towards each other and celebrates their uniqueness.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. They begin to recognise key letters, such as their initials. Children spend extended periods exploring dough and baking equipment. They enjoy manipulating the dough and practise their physical skills, using a wide range of different sized tools. Children are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	254024
Local authority	Norfolk
Inspection number	10065027
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Clenchwarton Pre School Playgroup Committee
Registered person unique reference number	RP910786
Date of previous inspection	22 March 2016
Telephone number	01553777765

Clenchwarton Pre School registered in 1968. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The setting provides funded early education for children aged two, three and four years.

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