

South Wootton Pre School

Village Hall, 22 Church Lane, Kings Lynn PE30 3LJ



Inspection date	9 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Outstanding	1
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- Children thoroughly enjoy their time at the pre-school. They settle quickly and form very strong attachments to staff. Children rapidly become familiar with daily routines. They eagerly join in with familiar phrases and actions during group activities.
- The provider ensures that the staff team has clear levels of responsibility. Together they carry out regular reflections of the pre-school, which includes gathering the views of parents and children. This helps the provider to identify improvements to make to continually benefit all children.
- Staff have a good understanding of how children learn. They ensure that children receive a wide variety of first-hand experiences. Staff support children well to learn about the wider world beyond their own experiences.
- Partnerships with parents are good. Parents share information about their children and contribute to their initial assessment. Staff effectively engage with parents to support children's ongoing learning.
- Staff are committed to continuing their professional development. They are keen to access training and bring their new ideas back to the pre-school. They use their new learning to enhance children's experiences.
- Staff provide carefully tailored support for children who have special educational needs (SEN) and/or disabilities well. They work closely with other professionals to put consistent approaches in place. This helps to ensure that these children make the best possible progress.

It is not yet outstanding because:

- At times, staff overlook opportunities to enhance children's learning to higher levels.
- Staff monitor children's individual progress but do not fully track different groups of children or entire cohorts to improve teaching and outcomes even further.

What the setting needs to do to improve further

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

- make the most of opportunities to provide additional challenge and fully extend all children's learning during activities and routines of the day
- strengthen the monitoring system for tracking children's progress to sharpen the identification of gaps in children's learning as a whole group and inform practice.

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 provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify signs that a child may be at risk of harm and understand the wider issues surrounding child protection. They have a secure understanding of the procedures they must follow if they have any concerns about children's welfare. Staff are confident about their individual responsibilities to keep children safe from harm. They engage in discussions at staff meetings to keep safeguarding procedures at the forefront of their knowledge and work with children. The provider follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. The manager regularly monitors staff's performance to continue to strengthen and improve on their good practice. Staff make effective links with other settings that children attend. This helps to maintain good continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff carefully organise the environment to provide children with a wide range of activities, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside can do so. Children are happy and actively engaged during their time at the pre-school. Staff support children in purposeful play and encourage their natural instincts to explore and discover. For example, children experiment with play dough and creatively make 'food' with the soil in the mud kitchen. Staff get down to children's level and join in with their play experiences. They get to know the children well and have a good awareness of their individual needs. Staff plan challenging activities to help children achieve the next steps in their learning. This contributes to the good progress they make.

Personal development, behaviour and welfare are outstanding

Staff place high priority on supporting children's early personal, social and emotional development. Children settle well and rapidly build their confidence. Staff are excellent role models. They encourage children to be polite and to use good manners. Children develop their independence. For example, they confidently collect a plate and cup and use knives to butter their toast at snack time. Staff help children to build on their understanding of how to keep themselves safe. They support children to consider and manage risks when tackling new challenges. For example, as children stand on wooden blocks to 'clean' the playhouse roof. Staff supervise children closely. They regularly provide children with positive praise. This helps to raise children's self-esteem superbly.

Outcomes for children are good

Children progress consistently well in their learning. They develop a good foundation for future learning in readiness for starting school. Children are motivated and curious learners who are confident to explore new experiences. They are eager to take part in creative activities. Children enjoy looking at books with staff. They have regular access to resources to stimulate their early writing skills. Children experience sociable mealtimes as they sit alongside their peers and staff. They develop their personal care skills well, relevant to their age and ability. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY539040
Local authority	Norfolk
Inspection number	10079383
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	30
Number of children on roll	49
Name of registered person	Rudd, Jennifer Elizabeth
Registered person unique reference number	RP539039
Date of previous inspection	Not applicable
Telephone number	07766721061

South Wootton Pre School registered in 2016. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 2.30pm on Monday, Tuesday, Thursday and Friday and from 8.30am until 11.30am on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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