

Arden Grove Pre-School



Arden Grove First School, Arden Grove, Norwich, Norfolk NR6 6QA

Inspection date	14 November 2018
Previous inspection date	8 July 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

- Leaders are committed to the continued development of the pre-school. They support the manager well to drive forward improvements. The manager evaluates and reflects on children's progress. This helps her to identify where to focus learning opportunities to secure children's good progress.
- Staff engage well with parents and share important information with them about children's learning and progress. Staff gather detailed information from parents on entry and use this to ease children's entry into the setting and build on what they already know.
- Staff know the children well. They complete regular assessments of children's capabilities and swiftly identify where children are at risk of delay. They implement targeted plans to address any gaps in children's learning to help them continue their progress.
- Staff encourage children to be independent. Children are determined and readily offer to help with small tasks, such as preparing snack or tidying away toys. Older children manage their own self-care. Younger children follow staff's instructions and put their belongings away safely.

It is not yet outstanding because:

- At times, particularly when managing daily routines, some staff do not deploy themselves efficiently to maintain children's high levels of engagement in learning opportunities.
- Staff are not fully confident to critically reflect on their own, or their colleagues', teaching skills and contribute to their ongoing professional development, to raise the quality of teaching to a high level.

What the setting needs to do to improve further

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

- review the deployment of staff during daily routines to ensure children's learning potential is maximised and they are consistently engaged in high-quality learning opportunities
- build staff's confidence to critically reflect on their practice, and that of others, to complement the programme for ongoing professional support and enhance teaching skills 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.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm. They understand the procedures that they must follow to report any concerns they have about children's welfare. The manager trains her staff in wider safeguarding issues to extend their knowledge and understanding. Staff are vigilant. They supervise children closely to keep them safe, such as when playing on large play equipment outdoors. The staff team works closely together and communicates effectively with each other. They share their daily observations and knowledge of children with each other. Staff understand how children learn and develop. They follow children's interests and engage them in exciting learning opportunities. The manager works closely with the local school. She shares information with them to support children's smooth move to school.

Quality of teaching, learning and assessment is good

Children engage well when listening to stories. Staff read to children and provide them with opportunities to ask questions and continue rhyming sentences. Staff read animatedly to maintain children's interest. They follow children's ideas and continue the story outdoors to engage children in active learning. Children have plentiful opportunities to develop their early writing skills. They draw lines and circles on the ground outside, and indoors, and staff encourage them to write letters in their name and give meaning to the marks they make. Children access computer programs with staff's support. Staff guide them to use the equipment to complete simple puzzles and then encourage them to have a go for themselves. Children successfully complete what they set out to do.

Personal development, behaviour and welfare are good

Children build secure relationships with staff. They are happy and settled at pre-school and are confident to seek support when needed. Staff respond well to children, which helps them to feel safe and secure. Children are confident to choose what they want to do and freely access resources to enhance their play experiences. Staff promote children's behaviour and consistently implement the pre-school's rules and boundaries. They explain to children that they must share resources and children cooperate. Staff teach children to keep themselves safe. They practise emergency procedures, such as if an intruder is on the premises. Children know what they must do and successfully respond to emergency instructions. Staff encourage children to adopt healthy lifestyles. They join in with children's physical play outdoors and provide them with a healthy snack to eat.

Outcomes for children are good

Children progress well from their starting points and are keen and active learners. They eagerly join in with a wide range of learning opportunities. Children communicate well with their peers and develop good social skills. They gain important skills that help them to be ready for the next stage in their learning, such as school. The manager uses additional funding effectively to target learning opportunities to children's needs, such as enhancing the experiences of those children who prefer to learn outdoors.

Setting details

Unique reference number	EY292310
Local authority	Norfolk
Inspection number	10064992
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	20
Number of children on roll	44
Name of registered person	Arden Grove Pre-School Committee
Registered person unique reference number	RP517391
Date of previous inspection	8 July 2015
Telephone number	01603 482315

Arden Grove Pre-School registered in 2004. The pre-school employs six 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 8.50am until 11.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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