

Weasenham Pre School

Common End, Weasenham, King's Lynn, Norfolk PE32 2SP



Inspection date	22 November 2018
Previous inspection date	13 March 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

This provision is good

- Staff establish strong and trusting relationships with parents. They provide an effective two-way flow of information to afford children consistency in their learning and care needs. Parents are positive about the pre-school. They state they are well informed about their child's learning and believe their children make good progress.
- The manager and her staff are well qualified, have a wealth of experience and are well supported by the committee. They are committed to provide children with the best possible opportunities to make good progress in their learning.
- Staff know the children very well. They plan a good range of age appropriate and challenging activities to inspire children's learning with a strong focus to promote children's good literacy skills. Children make good progress.
- Children form strong emotional bonds with their key person and all members of staff. They demonstrate they feel safe and secure in their care. Children are confident to ask staff for help, for instance, to fasten zips.
- Staff provide children with meaningful learning experiences. For instance, children grow fruit and vegetables with staff, which they nurture, harvest and eat. Staff teach children about the benefits of choosing healthy foods to help their bodies to grow.
- Staff promote children's behaviour well. They are positive role models who treat children with kindness. Children receive lots of praise for their efforts and achievements. This helps them to develop good levels of self-esteem.
- Staff help children learn about the local and wider communities. For instance, they provide books and resources that reflect other cultural backgrounds. They take children out on trips around the local area.
- Staff do not always make the most of opportunities to extend children's awareness and understanding of measurement and volume.

What the setting needs to do to improve further

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

- provide children with more opportunities to help them understand measurement and volume.

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 the provider. She looked at relevant documentation and evidence of the suitability of committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views together with the written feedback also provided by parents.

Inspector

Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff and committee members receive regular safeguarding training. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. Recruitment procedures are robust to assure the suitability of adults working with the children. Staff benefit from clear induction and supervision meetings to help them understand their role and to coach and develop their skills and knowledge. The manager tracks children's progress closely. This helps her to identify any gaps in provision and where to focus targeted support to ensure all children make good progress. The manager and committee value and act on the views of parents and others to maintain a good service.

Quality of teaching, learning and assessment is good

Staff use their professional knowledge well to help children make good progress. There is a strong focus to support children's communication and language skills. Staff incorporate ideas they gain from training to encourage children to talk and develop wide vocabularies. Children use words they learn from the books they share with staff in play. For instance, they make porridge when playing with sand and say it is, 'Warm for baby bear'. Children recognise the sounds that letters represent and have good opportunities to support their interests in writing. They create imaginative designs using chalk on drawing boards outside. Staff introduce and talk about different artistic styles with the children. This helps to inspire children's imaginations and develop their vocabularies. Children negotiate well with each other. They discuss and agree the characters they will act out in role play, such as farmers and drivers.

Personal development, behaviour and welfare are good

Children thoroughly enjoy themselves and thrive in the friendly and homely environment staff provide. Staff are good role models who promote equality throughout every aspect of their practice. Children make their own choices in play, showing respect for each other, staff and the environment. They have good opportunities to learn about the local community. They created thank you cards for donations of apples which they used to make apple muffins. Children help to tidy up. This helps them to develop a sense of responsibility. Staff forge good relationships with the schools children move on to. Children enjoy regular visits that help to familiarise them with the school routines and meet their Reception teachers.

Outcomes for children are good

Children make good progress in relation to their starting points. They gain key skills and positive attitudes to support the next stage in their learning and the eventual move to school. Children learn to share and take turns as they play. They develop friendships and seek each other out to share their experiences. Children are confident talkers. They listen to staff and recall experiences from home and stories they have read. Children use numbers in play and show good counting skills.

Setting details

Unique reference number	254338
Local authority	Norfolk
Inspection number	10071047
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	12
Number of children on roll	12
Name of registered person	Weasenham Pre-School Committee
Registered person unique reference number	RP523709
Date of previous inspection	13 March 2015
Telephone number	07949959509

Weasenham Pre School registered in 2000 and is committee run. The committee employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school 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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