

Great Ellingham Pre-School

Recreation Centre, Watton Road, Great Ellingham, Norfolk NR17 1HZ



Inspection date	26 November 2018
Previous inspection date	Not applicable

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

- The well-qualified and experienced pre-school team is passionate about providing children with high-quality care and education. They work in partnership with the committee and seek the views of parents. Staff use observations of children's engagement in activities to determine which areas to focus on next to achieve their plans for continuous improvement.
- Staff work very hard each day to set up a welcoming, exceptionally rich and stimulating environment which enables children to explore freely and select resources that interest them. They carefully observe children's learning to create accurate assessments and plan targeted activities to support children's good progress. Children are busy throughout the day, highly motivated and eager to learn.
- Staff build exceptionally close partnerships with parents, helping them to be fully involved in all aspects of their children's learning and pre-school experiences. They provide parents with resources, such as story sacks or mathematical games, and detailed information on how they can further support their children's progress at home. Parents give extremely positive feedback about the pre-school, commenting on the professionalism and care shown by staff and that their children are, 'Very happy'.
- Children enjoy strong emotional attachments with their key person and familiar staff. They enter the pre-school with confidence and are warmly welcomed by staff who show genuine interest in what children have to say and fully respect their contributions. Children's emotional and physical well-being are supported extremely well.
- Occasionally, staff do not give enough consideration to how children of different ages can be fully involved when taking part in group activities together.
- Sometimes, staff do not use questioning as skilfully as possible to extend conversations with children and increase opportunities to support their learning.

What the setting needs to do to improve further

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

- support further children of different ages when they take part in group activities together
- develop questioning techniques further that help to consistently extend children's learning as they play.

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 chairperson of the committee. 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
Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

Staff work exceptionally well as a team and are passionate about their role in children's early learning. They develop their skills by seeking professional development opportunities that help raise the quality of teaching practice. The staff team closely monitors the progress made by children and acts quickly to address any gaps in learning. For example, they have enhanced resources and implemented activities to successfully raise the progress made by children in mathematics. Additional funding is spent effectively to promote individual children's development and raise the outcomes for all children. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and know what to do should they have any concerns about children's welfare. Clear policies and procedures are in place to guide staff practice. Regular checks are carried out to review the ongoing suitability of staff to work with children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They interact positively with children and enthusiastically join in their play. Children have active imaginations and confidently use the available resources to reflect their own experiences. For example, they use materials in the mud kitchen to make pretend cakes, which they proudly serve to their friends. Staff model language well, introducing new words to extend their vocabulary and initiating conversations to encourage children to talk. They skilfully weave mathematics into activities. For instance, children count, compare size and recognise shapes and colours as they play. Staff provide a variety of craft materials, tools and equipment that encourages children's creativity and helps develop their small-muscle skills in preparation for early writing. For example, children paint and glue to create pictures using their own ideas and learn how to use pipettes during water play.

Personal development, behaviour and welfare are good

Children are happy, confident and flourish in the pre-school environment. Staff are excellent role models. They provide constant praise for children's efforts. This gives children a real sense of achievement and builds their confidence. Children demonstrate their understanding of expected behaviour. They kindly share toys and play cooperatively with friends without being prompted by staff. Children develop a good understanding of how to manage risks and keep themselves safe. For example, children know to use their walking feet indoors and staff remind them of the importance of this when the floor near the water tray is damp and might be slippery. Children thoroughly enjoy playing and learning outdoors. They are physically active and develop good physical skills.

Outcomes for children are good

Children develop positive attitudes to learning. They are confident communicators, ask adults questions and request help with tricky tasks. Children develop independence through daily routines. For example, they wash their hands before snack, pour drinks and clear away after themselves. Children's literacy skills are promoted well. They have free access to books, resources and activities to stimulate their early reading and writing skills. These opportunities help to prepare children well for their move on to school.

Setting details

Unique reference number	EY501713
Local authority	Norfolk
Inspection number	10080240
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	26
Number of children on roll	35
Name of registered person	Great Ellingham Preschool CIO
Registered person unique reference number	RP535508
Date of previous inspection	Not applicable
Telephone number	07443562555

Great Ellingham Pre-School registered in 2016 and is committee run. The pre-school is open on Monday, Tuesday, Thursday and Friday from 9am to 3pm, during term time only. It employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

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