

Stoke Holy Cross Pre-School

The Pavilion, Long Lane, Stoke Holy Cross, Norwich, Norfolk NR14 8LY



Inspection date

5 February 2019

Previous inspection date

19 November 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

- The committee and staff team are reflective and forward thinking. They make clear plans for the pre-school's continuous improvement and introduce new ideas and approaches. This benefits children attending the pre-school.
- Staff organise regular opportunities for children to experience outings within the local area, such as a fortnightly visit from the mobile library. This promotes children's understanding of their local community and the wider world.
- Children learn key skills for independence in self-care, for example taking themselves to the toilet and washing their hands thoroughly.
- Staff provide a variety of interesting activities for children to explore. For example, they take part in a national birdwatching survey and extend children's interest in the activity by making bird feeders and seed balls for the garden.
- Children listen carefully to staff instructions. They are curious and motivated learners who are eager to join in with activities.
- Parents comment on the warm manner and knowledge of staff. They report how eager their children are to attend and enjoy the activities offered.
- Staff do not always make the most of opportunities to promote children's social communication skills, for example at snack time.
- The manager does not monitor groups of children's progress as effectively as she monitors the progress of individual children. This does not allow for incisive self-evaluation to identify key areas of the provision to enhance or focus on so that any gaps in groups of children's learning narrow swiftly.

What the setting needs to do to improve further

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

- increase opportunities to promote and support the development of children's social communication skills
- strengthen the arrangements for monitoring groups of children's progress to enable sharper tailoring of the provision and support in order to maximise children's achievement.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector held meetings with the manager and committee members. She looked at relevant documentation, including children's learning records, and reviewed 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

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The committee and staff team demonstrate a good awareness of signs and symptoms that could indicate a child is at risk of harm. They understand their duty to protect children and know what to do if they have concerns about children's welfare. The committee and manager have robust systems in place to check the suitability of staff. This helps to keep children safe. Staff are reflective and access professional development to help them support individual children's needs. For example, they use ideas gained from special educational needs training to enhance children's emotional well-being and engagement with learning experiences. Staff build good partnerships with parents and other settings that children attend. This helps to provide continuity in children's development and supports their good progress in learning. The manager organises regular observations of staff practice and provides specific feedback to help staff improve their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff know the children well. They offer home visits to enable them to meet children and their families and to build positive relationships from the start. Staff work with parents to understand children's prior learning and use observations to accurately assess children's level of development. They also use this information to plan activities that meet children's individual learning needs. Staff support children's mathematical development and vocabulary well. For example, they sing counting songs with children to support their understanding of numbers, quantity, addition and subtraction. They provide a broad range of resources and activities which engage and motivate children. Staff encourage children's love of reading. For example, they introduce new books from the mobile library with enthusiasm and excitement.

Personal development, behaviour and welfare are good

The premises are bright and well organised. Staff display children's work with care. This promotes children's sense of belonging and shows that their creativity is valued. Staff manage children's behaviour in a positive manner. For example, they teach children how to use a timer to take turns in a fair way. Staff are responsive to children's individual needs and put plans in place to support their well-being. Staff praise children's kind actions and efforts during activities. This supports children's self-esteem and encourages them to persevere with difficult tasks, such as using chopsticks to pick up pom-poms. Staff encourage children to do things for themselves, such as putting on their boots and taking their coats off. Children choose freely from available resources. This promotes their independence.

Outcomes for children are good

All children make good progress from their starting points. They are well prepared for their next stage in learning, such as school. Children develop curiosity both indoors and outdoors. They explore unfamiliar objects as part of Chinese New Year celebrations and try new foods. Children delight in emptying and filling interesting containers in the large water tray and balancing on logs and stumps.

Setting details

Unique reference number	254295
Local authority	Norfolk
Inspection number	10064957
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	31
Name of registered person	Stoke Holy Cross Pre-School Playgroup Committee
Registered person unique reference number	RP523734
Date of previous inspection	19 November 2015
Telephone number	07731423059

Stoke Holy Cross Pre-School registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds early years professional status. The pre-school opens during term time only. On Mondays and Thursdays sessions are from 9am until 3pm. On Tuesdays and Wednesdays sessions are from 9am until 1pm. On Fridays sessions are from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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