

Old Catton Pre-School

Lodge Lane First School, Lodge Lane, NORWICH NR6 7HL



Inspection date	8 February 2019
Previous inspection date	27 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the voluntary management committee has made effective changes to address the action raised. Thorough processes are now in place to monitor that new committee members complete the required procedures so that checks can be made to assess their suitability for the role.
- Children's safety is a priority. Staff pay close attention to health and safety. They are vigilant and complete daily checks to ensure that all areas used by the children are safe and suitable. Staff carry out their responsibility to safeguard children diligently.
- Partnerships with parents are good. Staff encourage parents to share information about their children and contribute to their initial assessment. They effectively engage with parents to support children's ongoing learning. Parents value being able to view photographs of their children in the pre-school, via the online system. They add their own photographs of what their children have done at home.
- Staff work in close partnership with other professionals to help meet the needs of individual children. They put consistent approaches in place to support children in their care and learning.
- The manager is committed to the continued development of the pre-school, including gathering the views of parents. This helps to identify improvements to make, to continually benefit all children.
- Occasionally, staff do not make the most of opportunities to provide high levels of challenge and fully extend children's learning.
- The manager does not monitor staff practice as rigorously as she could to enhance specific skills and raise the quality of teaching throughout the pre-school even further.

What the setting needs to do to improve further

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

- provide additional challenge for children and maintain high expectations for children's achievements in all activities
- focus staff support on helping them to continue to strengthen and improve on their good practice, to raise the quality of teaching to the highest level possible.

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 manager and members of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of their role to protect children from harm. They are fully aware of what to do should they have any concerns about children's welfare. Staff discuss safeguarding scenarios at staff meetings to help keep safeguarding procedures at the forefront of their knowledge and work with children. The management committee follows rigorous recruitment procedures to help ensure that all staff are suitable for their role. Staff access professional development opportunities to develop their knowledge. They share information from training with each other to help to improve outcomes for children. The manager and staff monitor all children's learning and development to help children make good progress. They use information from assessments to help inform the pre-school's plans for improvement.

Quality of teaching, learning and assessment is good

Staff organise the indoor and outdoor areas effectively. Children build their confidence as they explore the stimulating environments. They make their own play choices and access the activities they enjoy. For example, children eagerly experiment with shaving foam and enjoy waving bubble wands, making bubbles for others to chase. Staff get to know the children well and talk confidently about their likes, dislikes, interests and stages of development. They plan suitably 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 good

Children behave well as staff are calm, positive role models. Staff praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Staff provide gentle reminders to help children to learn about promoting their own health. For example, they prompt children to dispose of dirty tissues after blowing their nose. Children enjoy spending time outdoors. They are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being. Children develop awareness of the world around them. They learn about festivals from cultures other than their own, for example, through art and craft activities. There are effective partnerships with the host school. Children have opportunities to visit the school and become familiar with the school environment and staff. This helps them experience a seamless move on to school.

Outcomes for children are good

Children develop many skills needed to help to prepare them for the next stage in their learning, such as starting school. For example, they find their name card to register themselves on arrival. Children eagerly take part in group activities. They have opportunities to count and discuss the weather. Children learn to listen to staff and each other. They follow instructions well, including by helping to tidy up when it is time to do so. Children make friends and enjoy their play together. They become more independent, for example, as they pour their own drinks and place their used cup and bowl in the sink after snack. Children readily go to staff for support when necessary. They develop their personal care skills well, relevant to their age and ability.

Setting details

Unique reference number	EY356538
Local authority	Norfolk
Inspection number	10084906
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	63
Name of registered person	Old Catton Pre-School Committee
Registered person unique reference number	RP527047
Date of previous inspection	27 April 2018
Telephone number	07895175937

Old Catton Pre-School registered in 2007. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

