

William Cowper Preschool

William Cowper Close, Toftwood, Dereham, Norfolk NR19 1LT



Inspection date

26 February 2019

Previous inspection date

17 September 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 manager and staff are well qualified and have a wealth of experience. They are passionate about the support they give to all children and ensure children starting pre-school receive the best possible opportunities to make good progress from their starting points.
- The pre-school environment is very welcoming and child centred. Staff put a lot of thought in to planning the environment to take account of children's age, abilities and their individual interests. They introduce seasonal resources, such as daffodils, that spark children's curiosity and support their learning about the world around them.
- Staff know the children extremely well. They use detailed observations and assessments effectively to help them plan activities around children's interests and individual learning needs. Children are busy throughout the day, highly motivated and eager to learn.
- Staff work hard to continually build on their strong relationships with parents and to engage them further in encouraging their children's learning at home. Feedback from parents shows how much they value the hard work staff do for their children. Parents are delighted with the progress that their children are making and the care and support that their children receive from staff.
- Children thrive and have great fun in this nurturing pre-school. They learn valuable life skills and gain independence through daily routines. Staff are caring and attentive to children's needs, which effectively supports their emotional well-being. Children behave very well, show consideration for each other and build friendships. Staff establish clear expectations and routines for children, to which they respond to well.
- The professional development of individual staff is not focused precisely what they can do in order to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen opportunities for staff to build on their professional development and skills and focus more specifically on raising the quality of teaching to the highest 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 provider. 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

Safeguarding is effective. The management team and staff have a good understanding of child protection procedures and know how to manage and report any concerns that they may have about children's welfare. Staff supervise children vigilantly and maintain a safe environment. They help children to understand the importance of keeping themselves safe and caring for their environment. The management team and staff meet regularly to ensure that all new developments and changes are implemented effectively and share new ideas. They successfully seek the views of parents and children to help make changes and improvements to the pre-school to benefit the children. The manager monitors closely how well both individual and different groups of children achieve their learning. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and development.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and work exceptionally well as a team. All adults have a good understanding of children's next steps and careful planning ensures the activities on offer reflect children's interests, as well as supporting their next developmental steps. Staff plan challenging activities that support children to develop good mathematical skills and extend their mathematical language. For example, they encourage children to observe the difference in size and compare weights while exploring in the sand. Staff support children's communication and language development effectively. They introduce new language, such as 'stem' and 'petals', as children examine daffodils. Staff offer praise when children use interesting language to describe textures in the sensory tray. Children play imaginatively. They create roles and act out familiar scenes. Staff provide a variety of craft materials, tools and equipment that encourages children's creativity and helps to develop their small-muscle skills in preparation for early writing.

Personal development, behaviour and welfare are good

Staff are knowledgeable regarding children's family backgrounds and individual needs. When children start at pre-school, staff work closely with parents to gather detailed information about children to help them settle quickly. Children build secure attachments to staff. Friendships have formed between children and they show good social skills in readiness for school. Through activities and discussion, children gain a good understanding of a healthy lifestyle. For example, children demonstrate that they remember how to clean their teeth thoroughly as they act this out with dolls. They spend time outdoors and are physically active every day. Staff teach child good hygiene practice and promote healthy eating during the daily routines.

Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, make good progress. Children are eager, highly motivated and interested in what they are learning. They become confident and independent. Children learn to communicate effectively, listen well and follow instructions. They gain good literacy and mathematical skills in preparation for school. Effective relationships are in place with the adjacent school to support children as they move on in their education.

Setting details

Unique reference number	254350
Local authority	Norfolk
Inspection number	10064959
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	16
Number of children on roll	20
Name of registered person	William Cowper Pre-School Nursery (Toftwood) Committee
Registered person unique reference number	RP909698
Date of previous inspection	17 September 2015
Telephone number	07561 253 174

William Cowper Preschool registered in 1992 and is run by a committee. The pre-school is open on Monday to Friday from 8.50am to 11.50am and on Wednesday from 11.50am to 2.50pm, during term time only. The pre-school employs three members of staff, all of whom hold appropriate qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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