Pullhams Pre-School

Pulham Market Memorial Hall, The Green, Pulham Market, Norfolk IP21 4SU

Inspection date	27 March 2019
Previous inspection date	12 June 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 well-established small staff team work closely together to support children's learning and development. They are well deployed and follow effective procedures to promote children's safety and welfare.
- Staff place a strong focus on promoting children's language and communication skills. They adapt their teaching to take account of children's different interests and stage of development. Staff use effective questioning skills to encourage children to share their views and explain their ideas.
- Staff work with parents to involve them in their children's learning. They provide parents with guidance and advice about how they can support their children's learning at home. Parents say their children love coming to pre-school and describe how they often talk about their key person.
- Staff and children follow well-established routines to help children settle and become familiar with the daily routine. Staff make good use of opportunities to promote children's independence and help them develop their self-help skills in preparation for their future learning and eventual move on to school.
- Children are enthusiastic and inquisitive learners who are confident to make choices and suggestions about their play. From a young age children show care and concern for others.
- Staff know the children in their care well. They respond with care to children's individual needs and personalities and provide sensitive reassurance when needed.
- The manager does not make the most of continual professional development opportunities. Instead, she is inclined to be over reliant on local authority training courses without considering other ways of helping staff extend their knowledge and teaching skills.

What the setting needs to do to improve further

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

- devise a more focused programme of professional development, to help all staff develop their knowledge and skills to the highest level.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning. She spoke to staff, children and committee members during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Gill Thornton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the signs and symptoms of abuse and neglect. They are confident about the action to take if they are concerned about the safety and welfare of a child in their care. The manager and staff review their teaching and evaluate the success of activities to help them improve their practice. Staff attend mandatory training, such as first aid and safeguarding, and they have recently attended a series of workshops about supporting children with autism spectrum disorder. The manager uses additional funding to purchase resources to help support the interests and extend the experiences of the children attending.

Quality of teaching, learning and assessment is good

Staff ensure children have access to a suitable range of age-appropriate toys and activities. Children take particular delight in dressing up in the interesting range of good-quality costumes reflecting their favourite characters and superheroes. Staff encourage them to attempt to put the outfits on for themselves, offering praise and suggestions as needed. They accurately assess children's stage of development and target their teaching at what children need to learn next. Staff build upon children's changing interests to encourage their participation and perseverance. They engage with a group of children in attempting to throw beanbags into large hoops. Staff praise children's attempts and skilfully use the activity as an opportunity to encourage children to take turns and listen for their names. Staff follow guidance from other professionals, such as speech and language therapists, to help promote continuity in children's learning and development.

Personal development, behaviour and welfare are good

Staff are very alert to children's individual needs and changes in their behaviour. They provide sensitive guidance and support for children who are a bit unsettled. Staff make good use of the relatively small outdoor area to provide children with a good range of outdoor equipment, providing differing levels of physical challenge. Children enjoy demonstrating their physical skills to others. The well-designed outdoor sand box provides plenty of space for a large number of children to play together. Staff interact well with children as they play, following their train of thought as they fill containers with sand while introducing shape and numbers. Staff make good use of snack time as a social occasion when children learn to sit together and eat with a fork. Children tuck in with gusto to their favourite foods, such as pasta with cheese.

Outcomes for children are good

Children develop key skills to support the next stage of their learning. They enjoy looking at books on their own or with staff and older children try to write their own names. Children attempt to put on their own coats before they go outside. They follow good hygiene routines and older children learn to become independent in managing their own personal needs. Children enjoy sensory experiences, such as playing with cornflour mixed with water, and they become engrossed in exploring the sensation of it dripping through their fingers.

Setting details

Unique reference number	254236
Local authority	Norfolk
Inspection number	10059586
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Pulhams Pre School
Registered person unique reference number	RP517337
Date of previous inspection	12 June 2015
Telephone number	07379 499070

Pulhams Pre-School registered in 1992. The pre-school employs three members of staff, who all hold appropriate early years qualifications. It opens Monday to Friday during term time only. Sessions are from 9.30am to 12.30pm on Monday, Tuesday and Friday and from 9.30am to 3.30pm on Wednesday and Thursday. The pre-school provides funded early education for children aged two, three and four years.

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