

Norton Community Pre-School

The Old School Hall, Matthews Lane, Norton, Sheffield S8 8JS



Inspection date	22 May 2019
Previous inspection date	19 January 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, who is new to the setting since the last inspection, and her staff team create an open and welcoming environment in the secure setting. They provide clear and strategic planning for the pre-school's future development and are supported effectively by the management committee.
- Staff accurately assess the level of children's skills, knowledge and understanding when they first attend the pre-school. They plan well to build on children's interests to ensure they make good progress from their individual starting points. Staff make effective use of additional funding to help all groups of children achieve well.
- The manager and her staff establish very good relationships with children and their families. Staff successfully support children to behave well and develop their self-confidence and awareness.
- The experienced staff make good use of a wide range of teaching strategies to deepen and enrich children's learning. For example, they skilfully question children's understanding of parts of the body and repeat children's ideas back to them in rhyme or song to reinforce their learning.
- Children learn to understand the needs of others. They participate in many charitable events to help those in different circumstances to themselves.
- Parents welcome the frequent information they receive on children's daily routines and achievement. They appreciate the help and guidance staff provide to support their children's learning and development at home.
- Staff do not take all opportunities to promote children's emerging literacy skills, particularly their appreciation of books and the written word in their environment.

What the setting needs to do to improve further

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

- build on the opportunities to promote children's emerging literacy skills, particularly their appreciation of books and the written word in their environment.

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 spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are robust procedures to check staff are suitable to work with children. The manager ensures staff are trained in child protection and their knowledge is kept up to date. Staff take very good care to routinely check that the children play and learn in a safe environment. The manager gathers the views of staff, parents and children to evaluate the quality of provision and plan future developments. She works well with the local authority to evaluate the overall quality of provision. There are rigorous procedures to evaluate and improve the quality of teaching and support staff through regular training opportunities. The manager systematically analyses the progress made by all groups of children to ensure they are all well supported in their learning. The manager and staff have a close relationship with other early years settings children attend. They work well with the schools that children move on to, to ensure a smooth transition and good start to the next stage of their education.

Quality of teaching, learning and assessment is good

Children are fully engaged from the moment they walk into the pre-school through, for example, the self-registration activities and opportunities to play with a wide range of resources, sometimes with their parents. Staff's interactions with children are positive and supportive. They ask thoughtful questions, for example, and make well-considered suggestions to help children develop their thinking and problem-solving skills. Staff help children to listen and concentrate hard. They promote children's counting and mathematical skills well. For example, children count the number of steps as they ascend the climbing frame or fill and empty containers in their muddy kitchen.

Personal development, behaviour and welfare are good

Children are helped to understand the importance of sharing and taking turns. Staff use carefully phrased praise and encouragement to help children recognise their strengths and support them to overcome difficulties, such as a lack of self-confidence. Staff help children understand the needs of others. They promote children's awareness of healthy lifestyles and good hygiene procedures. For example, children wash their hands with care and make sure they are dry before eating their snack. Staff encourage children to be physically active. This is recognised in a national healthy lifestyle project award the pre-school has achieved. Parents comment very positively on the successful support they receive for children's toilet training.

Outcomes for children are good

Children make strong progress from their individual starting points and are well prepared for their future learning. The staff use additional funding well to match expenditure closely to children's identified needs to help address any gaps in their learning. Children's creative and physical skills are developed well.

Setting details

Unique reference number	EY376725
Local authority	Sheffield
Inspection number	10106686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Norton Community Pre-School Committee
Registered person unique reference number	RP519453
Date of previous inspection	19 January 2015
Telephone number	0114 2747968

Norton Community Pre-School registered in 2008. It operates during term time only from Monday to Friday. Sessions are from 9am to midday every morning and 12.10pm to 3.10pm on Monday, Tuesday and Thursday afternoons. The pre-school employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including two at level 4. The pre-school provides funded early education for two-, three- and four-year-olds.

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