

# Scarning Pre-School

Dereham Road, Dereham NR19 2PW



<b>Inspection date</b>	13 June 2019
Previous inspection date	5 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The members of the management team demonstrate a strong commitment to the continuous improvement of the pre-school. They have taken the necessary steps to meet the action set at the last inspection. The team has met the legal duty to inform Ofsted of changes to those who make up the registered body so that necessary suitability checks can be carried out.
- Staff establish good partnerships with parents and support an effective two-way flow of information. They encourage parents to remain involved in their children's learning in the pre-school and at home.
- Management and staff have developed good partnerships with the local primary school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Staff know the children well. They talk confidently about children's interests and what they need to do to support their continuing progress.
- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play. Children build confidence to cope with new experiences.
- Staff do not always encourage children to think for themselves. They sometimes make suggestions and carry these out rather than wait for children to give their own ideas or attempt things for themselves.
- Staff do not always build on opportunities to encourage children to recognise numerals in the environment.

## What the setting needs to do to improve further

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

- focus more closely on consistently giving children opportunities to think, explore their own ideas and do things for themselves
- build on opportunities for children to recognise and use written numerals in the 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 at appropriate times throughout the inspection and completed a joint observation with the acting manager.
- The inspector held a meeting with the management team and also discussed self-evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the pre-school, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

#### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

The management team leads and manages the pre-school well. The team has effective systems for the evaluation of the provision, that contributes to the drive for excellence in all areas. An action plan is in place. This is reviewed regularly to ensure continuous improvement to the quality of care, teaching and learning. Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs. There is an effective programme of staff supervision, designed to manage their performance and embed a culture of mutual support. Training needs are identified and met. Safeguarding is effective. Staff fully understand their responsibilities to protect the welfare of the children in their care.

### Quality of teaching, learning and assessment is good

Staff plan a varied range of activities that are rooted in children's interests and next steps. Planning is flexible to allow for children's changing interests and to ensure a balance of adult-led and child-initiated activities. The quality of teaching is good overall. Staff engage in children's play and are led by what they want to do. For example, when children are playing on tyres in the garden, a member of staff joins the play. This quickly becomes a discussion about space and progresses to children being encouraged to create a space rocket. Staff provide a varied range of activities, both indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside can do so. Children develop their mathematical knowledge. For example, they confidently draw around their hands and feet and predict how many plastic bricks they will need to measure from one side to the other.

### Personal development, behaviour and welfare are good

Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Children behave well and develop good friendships with each other. They respond positively to the high expectations from staff. Children learn to have regard for each other's needs and feelings. Staff value and praise good behaviour. They use reward stickers that are based around British values to give meaningful praise to children's individual efforts. Children understand the importance of good hygiene. Older children are encouraged to develop their self-care skills, supporting school readiness.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They understand that print carries meaning and have opportunities to use print in various situations. For example, they enjoy using clipboards and pencils to record when they have found insects outdoors. Children confidently lead their own play and play cooperatively together.

## Setting details

<b>Unique reference number</b>	EY500248
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10081710
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Scarning Pre School
<b>Registered person unique reference number</b>	RP535397
<b>Date of previous inspection</b>	5 October 2018
<b>Telephone number</b>	01362 699360

Scarning Pre-School registered in 2016. The pre-school employs 17 members of childcare staff, plus four who are bank staff. Of these, 16 staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9am until 3pm. An out-of-school club is also available for children from the on-site school. This runs daily from 7.30am until 8.50am, and from 3.15pm until 4.15pm. The pre-school provides funded early education for two-, 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

