

# Inspection of Hellesdon Community Pre-School

C/O Kinsale Infant School, Kinsale Avenue, Norwich NR6 5SG

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Inspection date: 11 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Parents say that their children love the days they spend at the pre-school. They praise the welcoming staff who 'always put children first'. Children settle quickly when they arrive and are keen to join in with activities and play outside in the exciting outdoor area. Children explore sounds with instruments, pots, pans and utensils. They find out what sounds instruments make and enjoy performing 'shows' for their friends, where they sing and play guitars.

Staff encourage and challenge children to take appropriate risks as they play. Children create ramps with crates and long planks. They practise their physical skills as they climb up and slide down the planks with much enjoyment. Staff skilfully model words to match children's movements, such as 'slow like a snail'. Staff provide children with an interesting and imaginative curriculum which meets their individual needs. They work closely with parents to find out what children like to do and use this information to work out the best ways to help children achieve their next steps in learning.

Children show strong bonds with staff and enjoy involving them in their play. Children are supervised extremely well at all times by watchful staff. Staff use positive ways to encourage children's good behaviour. They help children to take responsibility, consider the effects of their actions and talk about feelings.

### **What does the early years setting do well and what does it need to do better?**

- The manager, deputy manager and staff have worked hard to create strong partnerships with parents. They visit children at home before they start at the pre-school. Parents receive supportive guidance and regular feedback about their child's development. Staff encourage parents to select books from the 'honesty library' to share with their children at home. The manager creates effective links with other early years settings that children attend, to create a joined-up approach to children's care and development.
- The curriculum is carefully planned to help children gain skills in all areas of learning. Staff ensure that children are well prepared for starting school. They help children to develop positive attitudes, become confident in their own abilities and learn how to do things for themselves. Staff teach mathematics particularly well. They have attended training and use this knowledge effectively to introduce children to mathematical ideas as they play. Children learn to count, identify numerals and talk about measurements through hands-on activities.
- Children often choose to look at books and enjoy listening to stories. Staff read with enthusiasm, use sign language and encourage children to join in with words and actions. After attending training on storytelling, the manager helps staff to review their own practice and develop their skills in reading aloud to children.

- Children behave well, show positive attitudes and are keen to join in with activities. However, some of the activities that are led by adults are not highly organised to enable children to become deeply engaged in their learning and develop their concentration for longer periods of time.
- The manager and her deputy work very well together to quickly identify children who may have special educational needs and/or disabilities. They work closely with parents and other agencies to produce focused plans of support to help children and families get the help that they need.
- Overall, staff work together as a strong team. They talk about how much they enjoy working with the children. The manager encourages experienced staff to talk openly and reflect on their practice to continually improve teaching. Although there is a clear induction procedure in place to support new staff, this is not always highly effective to help all new staff to be very well prepared for their roles.
- Children's individual experiences, cultures and home languages are highly valued. Staff encourage children and families to share the festivals they celebrate at home with the other children at the pre-school. Children create artworks based on celebrations and festivals, to help them to find out about a range of traditions from cultures that may be different from their own.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know what signs to look for to help them identify vulnerable children. The manager and her deputy attend specialist training to enable them to act on any concerns that staff may have and seek advice from the relevant authorities, where required. Staff work with children and their families to provide support and advice. They link with other professionals, such as health visitors and social workers, to offer specialist guidance to families during difficult times. Staff regularly review the environment to assess and manage risks. They carefully consider the risks that technology poses and ensure these are managed effectively to keep children safe from harm.

## **What does the setting need to do to improve?**

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

- review the organisation of adult-led activities to encourage children to deeply engage in their learning and concentrate for longer periods
- enhance the effectiveness of induction procedures for new staff, to help them become more confident and knowledgeable in their roles.

## Setting details

<b>Unique reference number</b>	254106
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113078
<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 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Hellesdon Community Pre-School Committee
<b>Registered person unique reference number</b>	RP904657
<b>Telephone number</b>	01603 484700
<b>Date of previous inspection</b>	18 May 2015

## Information about this early years setting

Hellesdon Community Pre-School is a committee-run group and registered in 1999. The pre-school employs 12 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 or above, including two at level 6. The pre-school is open each weekday, from 8.30am to 4pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Hyett

### Inspection activities

- The manager showed the inspector around the pre-school. They discussed how the pre-school is organised and the experiences offered to children.
- The inspector observed children and joined in with their play to find out about their learning.
- The inspector spoke to staff. She talked to parents to obtain their views.
- The inspector carried out joint observations and held a meeting with the nursery manager.
- The inspector viewed relevant documentation, such as evidence of suitability and recruitment checks for staff.

We carried out this inspection 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.

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