

# Inspection of Alpington & Yelverton Pre-School

Alpington Village Hall, Church Road, Alpington, Norwich, Norfolk NR14 7NU

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Inspection date: 31 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff offer a home visit to help them get to know the child and family and to understand what each child can do and is interested in, right from the start. They set out the pre-school environment well with a wide range of resources and learning opportunities. Children move confidently between the hall and outdoor area and select what they would like to do next. They have fun and laugh together, for instance, as they knock over a tall tower of blocks.

Children learn to be independent and perform tasks and roles that they are in charge of. They select what they would like to eat for snack, pour their own drinks and wash their plate and cup when they have finished. Staff are close by to offer support and encourage children to try different foods. Children learn about the concept of voting. For instance, they choose which story is read through casting their vote and find out if their choice has won.

Staff have high expectations of children. They adopt positive behaviour-management strategies to help children learn about rules and boundaries. Staff give children encouragement and praise that helps them to achieve. Children beam with pride on their success.

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

- The management committee fully understands their role and have a good overview of the pre-school. They hold regular meetings and provide effective support. The manager ensures that staff are well supported with their well-being and has strategies in place to help reduce their workload.
- The manager and staff continually reflect on what they provide for children. For instance, they have recognised that they could offer children more physical activities indoors. Staff identify training courses to help enhance their knowledge and skills and are confident to implement new ideas in the pre-school. For example, they have introduced yoga sessions. Children are enthusiastic as they take part, and some are eager to name and demonstrate the yoga positions they have learned.
- The pre-school provides an inclusive service. Staff are knowledgeable about children's specific needs, such as those children with special educational needs and/or disabilities. They work closely with parents and other professionals to provide targeted interventions to help children to achieve to their full potential.
- Staff have recently developed the outdoor area to provide a good range of resources that promote children's natural instincts to explore. For example, children enjoy placing and watching a ball roll down a length of guttering. They seek out magnifying glasses to hunt for any insects that may be hiding in the planters.

- Staff develop highly effective partnership working with parents. They use a wide range of methods to engage parents. For example, staff host 'story-cafe' events in the evenings, and send a 'bedtime bunny' home with children to help develop a love of reading. Family members have opportunities to become involved in the pre-school through stay-and-play sessions during 'family's week'. Parents speak highly of the pre-school and staff team.
- Staff know the children well and talk confidently about their interests. They assess what children can do and swiftly address any gaps, keeping parents well informed. Staff plan activities to help children gain the skills and knowledge they need to support the next stage in their learning.
- Children develop good social skills. They play cooperatively with others, make friends and enjoy their play together.
- Staff support children well to develop their communication and language skills. They ask appropriate questions and give children time to respond. Children enjoy having conversations with staff about their experiences at home. They listen well to staff and follow instructions, such as when it is time to help tidy the toys away.
- Staff consistently engage children in a range of activities. They join in with children's play and comment on what they do. However, on occasions, staff do not provide children with enough challenge to help them make the best possible progress in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management committee follow robust recruitment procedures to help ensure that staff are suitable for their role. Staff place a high priority on ensuring that children are safe. They attend appropriate safeguarding training and regularly refresh their knowledge of child protection, for instance, by discussing safeguarding scenarios. Posters are displayed in the building to remind staff and parents who they should contact if they have a concern about children's welfare. Staff support parents, when necessary, to understand the risks of their children being around older siblings who use digital technology at home.

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

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

- enhance staff's teaching skills further so that they provide children with additional challenge to extend their learning to the highest level.

## Setting details

<b>Unique reference number</b>	253995
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113077
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Alpington & Yelverton Pre School Committee
<b>Registered person unique reference number</b>	RP523705
<b>Telephone number</b>	07880592862
<b>Date of previous inspection</b>	25 March 2015

## Information about this early years setting

Alpington & Yelverton Pre-School opened in 1972. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including the manager who holds qualified teacher status. The pre-school opens from Monday to Thursday during term time. Sessions are from 9.15am until 12.15pm on Monday and Tuesday, 9am until 3pm on Wednesday, and 9.15am until 2.45pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Harris

## Inspection activities

- The inspector had a tour of the pre-school and made observations throughout the inspection of children's experiences in the pre-school.
- The inspector spoke with staff and children at appropriate times 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 a representative of the management committee. She looked at a sample of documents, including evidence about staff's suitability and training.
- The views of parents were considered. The inspector spoke to parents during the inspection and looked at written feedback provided.

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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