

Inspection of St. Helens Pre-School

Costessey County Infant School, Beaumont Road, Norwich, Norfolk NR5 0HG

Inspection date: 24 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and secure in their environment. They develop strong bonds with their key persons, who are very attentive to their needs. Children are encouraged to be independent by dressing themselves and washing up their own plates and cups at snack time. They have developed a love for singing and dancing. Children sit alongside a staff member and excitedly join with actions to familiar nursery rhymes. They are encouraged to make their own choices and take turns choosing what song they would like to sing. Children eagerly join in with regular yoga and music and movement sessions that help them to develop physically and promote a sense of well-being.

Staff provide an environment where children are free to explore and learn through producing their own creations. For example, children show interest in train tracks and build their own tunnels from shoe boxes. They have meaningful experiences to learn about the natural world. Children recycle their food waste to make compost and then use this to grow vegetables in the garden. They follow instructions well, have positive behaviour and make their own choices about what they would like to play with. Staff have high expectations for all children and use their knowledge of the children's needs to support learning further.

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

- Staff know how to support children with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) works closely with parents and other professionals to identify, plan and coordinate support for them. Staff make effective use of funding to provide high levels of care and help children achieve their goals.
- Children explore the rich learning environment. They play with purpose in the woodwork area. Children learn how to take risks and how to use equipment safely, such as screws and hammers. This supports their fine and gross motor skills and helps them to gain more self-confidence.
- Staff make regular assessments of what children know and can do. Gaps in children's learning are quickly identified and appropriate support is put in place. Staff offer encouragement and praise to engage children and give them a sense of achievement.
- Staff have built strong partnerships with parents. Parents speak highly of them and feel informed about what their child is learning. They report that staff communicate well and have provided good support for their children in order to get them prepared for their next stage of education.
- The manager leads her team with enthusiasm and is passionate about providing a supportive setting for children and their families. She has made good use of training from the local authority and engages in fundraising initiatives with the

local community. The manager reflects on the quality of the provision and makes positive changes to improve outcomes for all. She has a high focus on providing a setting that is at the heart of the community.

- Children have a good understanding of healthy eating and hygiene. They confidently wash their hands, and staff discuss with them why this is important. Children are provided with opportunities to try new and exciting foods. They discuss what food is good for them and the importance of a balanced diet.
- Staff pay particular attention to supporting children's personal, social and emotional development. The pre-school has used funding effectively to send staff on training, to extend their knowledge and support the children further. As a result, children leave the pre-school being more able to self-regulate their emotions and develop skills they need for the next stage of their education.
- Staff provide children with a broad range of activities that reflect their interests. Staff are aware that children have different developmental needs and adapt activities for this. They provide a language-rich environment, which includes introducing new words and stories, particularly to children who are learning to speak English as an additional language. There are occasions when staff engagement could be more effective by using questioning to challenge children's thinking and extend their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

All the staff at have a secure understanding of their responsibilities to keep children safe from harm. Staff know and identify possible signs and symptoms of abuse. They understand the risks and impact that illegal cultural practices and extreme views can have on young children. All staff have completed training on safeguarding and there are regular meetings to check and refresh staff's knowledge and understanding. Leaders work closely with other agencies to support children and their families. They follow robust procedures when recruiting new members of staff. Staff are aware of how to keep children safe and complete regular risk assessments of their environment.

What does the setting need to do to improve?

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

- raise the quality of teaching to a higher level by supporting staff to consistently make the most of learning opportunities, in order to challenge the children and extend their knowledge and skills further.

Setting details

Unique reference number	2548280
Local authority	Norfolk
Inspection number	10215643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	58
Number of children on roll	40
Name of registered person	St. Helens Pre-School Committee
Registered person unique reference number	RP523727
Telephone number	01603 749901
Date of previous inspection	Not applicable

Information about this early years setting

St. Helens Pre-School first registered in 1992 and re-registered in 2019 when it moved premises. It is situated in Norwich. The pre-school employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and 10 hold level 3. The manager holds a level 5 qualification. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school and has taken this into account in their evaluation.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at a sample of relevant documentation, including evidence of staff suitability checks, paediatric first-aid and safeguarding training.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022