

# Inspection of Harleston Preschool Nursery

Harleston Childrens Centre, School Lane, Harleston, Norfolk IP20 9HG

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Inspection date: 11 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is good**

Children benefit from interesting resources that promote their natural instinct to discover and explore. Resources are tailored to meet children's individual learning needs. Children enjoy taking part in dance sessions. Children learn to move their bodies in different ways and join in enthusiastically with action songs and rhymes. Younger children are supported skilfully by staff to participate at their own level. Children behave well, are happy and settled.

Children have a lovely relationship with staff. They often go to staff for a hug, before going back off to join their friends. Children develop a positive attitude to learning and make good progress. They confidently choose what they want to play with and readily lead their own learning. Children particularly enjoy staff's interactions with them. For example, they readily ask adults to read to them. Children enjoy stories in small groups and also sitting together as a large group. Staff encourage children to take part in stories, using props, such as three bears, beds, chairs and cups. Children readily recall familiar stories and remember key words and events. Even very young children listen with interest.

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

- Children come into the nursery readily and develop secure emotional bonds with staff. Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging.
- Staff know where children are in their learning and development. They are confident to provide activities that build on what children already know and can do. However, staff do not make the most of opportunities to help children understand why they do things to keep healthy. For example, staff do not educate children on the reasons why they need to keep hydrated, especially after physical activities.
- Staff support children in purposeful play. However, staff sometimes interrupt children's play and learning. For instance, they do not give children opportunity to complete activities of their own choosing before moving on with the routines of the day.
- Staff consider the individual needs of children with special educational needs and/or disabilities (SEND), to ensure that they receive their full entitlement to early education. They are aware of the individual needs of children with SEND and provide one-to-one support, where appropriate.
- Children respond positively to the high expectations of staff. Staff use consistent ground rules, to help children understand what is expected of them. Children are gently encouraged to share resources and take turns. They thoroughly enjoy the 'high five' from staff for their individual efforts and good behaviour.
- Staff support children's speech and language development effectively. They use

signing and pictorial prompts to support children's developing vocabulary. Staff engage children in conversation, ask questions to challenge their thinking and actively listen to what they have to say.

- Staff keep parents informed about their children's day and learning. Each child is allocated a key person, who builds friendly and trusting relationships with them and their parents. Parents speak highly of the staff, describing them as 'approachable and friendly'. They appreciate that staff 'really care' about the children and that they support families in times of crisis.
- The provider manages the performance of staff well. There is a programme of regular supervision. Staff practice is monitored, and professional development opportunities are supported to bring about improvements in teaching. Staff use their training for the benefit of children. For example, they have completed training in communicating with children, to help them fully support children's developing communication and language skills.
- The provider and staff demonstrate a strong commitment to continuous improvement and working towards excellence in all areas. Good progress has been made since the last inspection to ensure that safeguarding procedures have been tightened. Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has effective recruitment and selection procedures, to ensure that those working with children are suitable to do so. Staff have a good understanding of their responsibilities to protect the well-being of children. They are aware of the indicators of abuse and they are alert to any issues in children's home lives. The provider and staff have completed training in safeguarding to ensure that they are familiar with local procedures. They are clear about the steps to take if they have a concern about a child.

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

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

- support children's growing awareness of the importance of self-care, such as keeping hydrated
- give children time to complete their chosen activities.

## Setting details

<b>Unique reference number</b>	2516100
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10217857
<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 at time of inspection</b>	2 to 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Alburgh With Denton Pre-School Nursery CIO
<b>Registered person unique reference number</b>	2516098
<b>Telephone number</b>	01379 853403
<b>Date of previous inspection</b>	1 December 2021

## Information about this early years setting

Harleston Preschool Nursery re-registered in 2019. It is run by a charitable incorporated organisation (CIO). The pre-school is open from 8am to 6pm, Monday to Friday during term time. In the school holidays, the pre-school run a holiday club on weekdays from 8am to 4.30pm. Seven staff work directly with the children. Four of these staff hold qualifications at level 3 and above. This includes the manager who holds a level 6. The pre-school provides funded educational places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the provider completed a tour of the nursery to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and also took account of written testimonials.
- Children played with the inspector and told the inspector about what they like to do when they are at nursery.

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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