

# Inspection of Newton Flotman Pre-School

Newton Flotman Village Centre, Newton Flotman, Norwich, Norfolk NR15 1PT

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Inspection date:

16 May 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

All children make some progress in their learning. However, the support for those identified as having special educational needs and/or disabilities, including those with difficulties in gaining strong communication and language skills, is not securely in place to fully support their progress. Weaknesses in the planning of the curriculum mean that children do not always receive teaching that is well matched to their individual learning needs. For example, the puzzles provided are too hard for some children to complete, and so they quickly move on to find a different activity.

Overall, children enjoy their time at the pre-school and develop some new knowledge and skills. They do so because the attentive staff are experienced, kind and supportive. Children show positive attitudes to learning as staff ask them questions, such as 'how can we make this taller?' and 'what do you think?' Staff encourage children to discuss their activities and role model conversational language to them. As a result, children get along well. They develop their ability to socialise and show interest in others around them.

Children get plenty of fresh air and exercise out in the pre-school garden. They play together in the role-play kitchen, using natural resources such as mud and flowers to make creations. They stand together chatting and run around actively. Children show that they are developing their independence skills. They carefully clear their own plates after sharing a healthy snack.

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

- The quality of leadership and management is gradually improving, but it is not yet consistently good. The action taken following the previous inspection means that children's safety is now assured.
- Members of the committee are now more aware of their role to oversee the quality of provision, having completed relevant training. However, improvements are still in their early stages. For example, while staff do now receive regular supervision, it is not yet fully effective to help them improve their practice.
- Staff are skilled and experienced. However, the quality of education and provision overall is not monitored closely enough to inform leaders' decisions about how to fully develop the curriculum.
- There is not a clear and shared vision between leaders and staff for how to move the pre-school forward to achieve continuous improvement and higher standards of education. The acting manager is a competent practitioner and a good role model to staff. However, the committee has yet to recruit a suitable person to a more permanent management position. Consequently, the acting manager currently has too many responsibilities to fulfil them to a good

standard, including her ability to oversee the practice of staff.

- Delays in closely monitoring the progress of children identified as having speech and language difficulties mean that staff are unable to tailor their teaching to children's individual needs. They cannot promptly advise parents on when to seek further professional help for their children when needed. This affects how quickly children can progress and catch up with their peers, and has the potential to affect children's future achievements.
- Staff do not consistently work with parents when children first start, to identify where children are in their development. This delays how promptly staff can plan to help individual children with their educational progress.
- Staff are not always aware when a child attends more than one setting. They do not always have key discussions with parents about children's routines, or their current and previous educational arrangements. This compromises staff's ability to work with parents to ensure consistency between caregivers and educational experiences, to fully support children's well-being and development.
- Parents say that their children are happy and know the key person, and that settling-in procedures help children to feel safe and secure. However, they do not know what their children are working on while at the pre-school. This hinders parents' ability to support their further learning at home.
- Children's emotional well-being is well supported. Staff are very respectful of children when delivering personal care. They seek permission to support children with their personal hygiene. Staff appreciate when children are engrossed in their play, and quickly return to children once they have reached a point in their play when they are happy to leave and attend to their needs together.

## Safeguarding

The arrangements for safeguarding are effective.

The systems in place to safeguard children have been improved since the last inspection. All visitors to the setting now sign in. Staff are trained in how to safeguard children, and understand the procedures that they must follow if they have concerns about a child. Staff monitor children's attendance and work with parents to resolve any issues. Staff clearly explain what they would do if they had concerns about an adult working with the children. They understand the importance of keeping clear records in relation to safeguarding matters and have improved their documentation for doing this.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the quality of staff supervision to help develop the culture of continuous improvement and to give staff clear guidance and support in their practice	16/08/2022
improve the frequency of assessments to ensure that staff have a strong understanding of children's learning needs to be able to support them effectively.	16/08/2022

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

- monitor and evaluate staff knowledge and practice more precisely to identify what support they need to improve their practice
- improve partnerships with parents to make sure there is an effective two-way flow of communication about children's care and education, to ensure consistency between caregivers and a joined up approach to supporting children's learning
- ensure that self-evaluation is rigorous, identifying and planning how continuous improvement will be achieved.

## Setting details

<b>Unique reference number</b>	254189
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10230979
<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 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Newton Flotman Pre-School Committee
<b>Registered person unique reference number</b>	RP523649
<b>Telephone number</b>	01508470680
<b>Date of previous inspection</b>	27 January 2022

## Information about this early years setting

Newton Flotman Pre-School registered in 1992 and operates from the Village Centre in Newton Flotman, Norfolk. It opens Monday to Friday during term time only. Sessions are from 9am and 3.30pm Monday to Thursday, and from 9am to 1pm on Friday. Children can also stay all day. The pre-school receives funding for two-, three- and four-year old children. Four staff work with the children, Of these, three hold relevant early years qualifications. The manager holds a qualification at level 3.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with acting manager and discussed the curriculum.
- The inspector observed the quality of interactions between staff and children and evaluated the impact that these had on children's learning and development.
- The inspector held joint discussions with the acting manager and the provider.
- The inspector spoke with parents and considered their views about the setting.
- The inspector spoke with staff and children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector looked at evidence of the suitability of staff members. First-aid training certificates were viewed.

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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