

Inspection of Cringleford Crackerjacks Pre-School

Cringleford CofE VA Primary School, Dragonfly Lane, Cringleford NORWICH NR4
7JR

Inspection date: 6 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive at this friendly and inclusive setting feeling relaxed and safe as they swiftly become deeply involved in their chosen activities. The skilfully planned indoor and outdoor environments spark children's curiosity and support their physical and emotional development. For example, in the role-play café, children develop their writing skills. Children gleefully read out what is on the menu to their peers and show a feeling of satisfaction as they write for a purpose. Staff expertly extend children's ideas and plan activities to encourage them to become highly motivated and independent learners. Additionally, staff support children to become increasingly independent in managing their personal needs.

Children develop a love of reading as books are available in all areas of the setting. Children enjoy snuggling up on a cosy chair to look at a book with a peer or listen to a favourite story being beautifully read by a member of staff with captivating animation. Staff consistently introduce new vocabulary that children repeat to communicate effectively. Children who speak English as an additional language have an amazing care and education experience. With attentive support from staff, all children make rapid progress from their starting points. With the use of picture cards and sign language, children are beginning to express their wishes and extend interactions with others.

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

- Children's emotional well-being is a high priority in this setting. Staff support children's understanding of emotions by using books and activities that encourage colour association. For example, while making green play dough with herbs grown in the garden, children comment that the colour green means they feel 'calm'. Staff then encourage them to smell the herbs in the play dough, offering a therapeutic experience. As a result, children are starting to make connections and understand what they feel and, possibly, why.
- It is evident that staff have a common understanding of the curriculum intent and what it means for their practice. Staff interactions are of an outstanding quality. Staff expertly teach mathematical concepts, such as counting through daily interactions. Knowledgeable staff know when to interact with children during their play to consolidate and further their mathematical development.
- A well-established key-person system ensures that staff know children's starting points. Meticulous use of assessment helps staff to plan suitably challenging activities and respond to specific needs. Additionally, staff swiftly identify when a child may need additional help to make the highest possible progress. Staff initiate communication with outside professionals, such as speech and language therapists, and work cumulatively with them. As a result, all children, including those with special educational needs and/or disabilities, develop detailed

knowledge and skills across the seven areas of learning.

- Staff have high expectations for children's behaviour and conduct. Staff support children's understanding of why behaviour rules are in place, and children respond well to gentle reminders of what is expected from them. For example, staff gently tap a triangle instrument and children recognise that the 'ding' noise means it is story time or tidy-up time. As a result, children develop high levels of confidence, independence and extremely good manners as they know what is expected of them.
- Partnerships with parents are exceptional. Parents say that staff go 'the extra mile' to include them in their child's learning and development journey. The setting offers regular stay-and-play sessions and individualised settling-in sessions, which build effective and trusting relationships. As a result, parents report that they feel their children are treated as unique individuals and their input is highly valued. Parents appreciate a weekly online blog and daily face-to-face communications regarding their children's progress.
- The manager is passionate and dedicated to ensuring that they and the staff receive focused and highly effective professional development. The management team acts with integrity to ensure all children have full access to their full entitlement of early education. All staff report high levels of support for well-being issues and report that the mentor system gives staff ongoing support. The management team engages effectively with children, their parents and others in the community, including schools and other local services.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority, and regular risk assessments ensure children are always kept safe. The manager demonstrates a vigorous safe recruitment process that involves ongoing monthly suitability checks of staff. Leaders and managers have extremely clear expectations of staff. All staff have robust safeguarding knowledge and can identify signs of potential abuse and/or neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular safeguarding training is provided to all staff members. Additionally, the manager makes use of scenarios to deepen staff's knowledge of wider issues, including grooming and exploitation.

Setting details

Unique reference number	EY465293
Local authority	Norfolk
Inspection number	10233895
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	52
Name of registered person	Cringleford Crackerjacks Committee
Registered person unique reference number	RP523698
Telephone number	01603507567
Date of previous inspection	14 December 2016

Information about this early years setting

Cringleford Crackerjacks Pre-School registered in 2013. The pre-school employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The pre-school opens from Monday to Friday, 8am until 6pm, during term time. Sessions are offered from 8.45am until 11.45am and 12.30pm to 3.30pm. There is also a before- and after-school club. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 manager and has taken that into account in their evaluation of the provider.
- The pre-school manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of a group activity with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed a meeting between a parent, the child's key person and the special educational needs coordinator.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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