

Inspection of Norton Pre-School

Honeywood Corner, Ixworth Road, Norton, Suffolk IP31 3LE

Inspection date: 2 November 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 Good

What is it like to attend this early years setting?

The provision is good

Children happily enter the pre-school and wave goodbye to their parents. The children have very good relationships with staff and confidently greet them. They are highly motivated and quickly find an activity that interests them. They engage for a long time with each activity, playing cooperatively with their friends. Children make choices about where to spend their time, exploring both the indoor space and the outdoors.

Children make good progress in their learning and enjoy the range of resources and activities available. They are currently learning about their senses. Children enjoy playing with the chocolate and cinnamon scented play dough, commenting on how nice it smells. They develop their listening skills as they listen to the environmental sounds outdoors. Children also play with a range of textural resources. Children really enjoy their time at pre-school. They particularly like role play and are very imaginative. A group of children spend time choosing the perfect blanket for their toy teddy. They 'cook' for their teddy using the play food and take it for a walk outside.

Children respond positively to staff's praise and often show them a painting or drawing, waiting for their positive feedback. Staff have high expectations and model good manners. Therefore, children listen and behave very well. Staff encourage children to resolve any small disputes by using their words, which helps them to develop their skills for the future.

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

- Staff are passionate and place children at the heart of the pre-school. There is a great deal of emphasis on getting to know each child and their family so they can plan for their needs. They use what they know about children's development to plan and provide a broad range of activities and experiences based on children's interests. This approach ensures that children remain happy and engaged in their play. The staff team meets to discuss children's progress and continue to identify areas of focus. Children's progress is communicated to parents using photos and observations.
- Communication and language are well promoted. Staff use a tool to identify any gaps in children's language and understanding. This method allows staff to reflect on their practice. As a result, staff pay particular attention to the words they use with children and take every opportunity to introduce new vocabulary. Children enjoy books and regularly choose one for staff to read to them. Staff working with children who speak English as an additional language are very sensitive towards their cultural backgrounds. They work well with the children and their parents to help them to learn English.

- Staff have fun with the children. They pretend to be dinosaurs and run around with them. Children thoroughly enjoy themselves and join the imaginary play, calling their friends to join in. Staff skilfully build upon their interest in dinosaurs as they support children's play in the mud kitchen. Children use the soil, herbs and peas to make lunch for the dinosaurs. They talk about the things they might eat, and staff help to extend their conversations.
- Staff model mathematical words to compare sizes, such as 'big' and 'small', which children use in their everyday play. Staff have identified that some children struggle to recognise numerals, and they are therefore providing activities to help build upon their knowledge. At times, however, the focus is more on learning the order of the numbers rather than helping children to understand how much each number represents.
- Staff teach children good hygiene routines which are well embedded. Children know to wash their hands before eating. Parents receive information about healthy lunch boxes when they begin at the pre-school. Snack time is a good opportunity for children to try new, different foods. Staff currently prepare individual plates of food and place them on the table, as well as pouring the children's drinks. This limits children's independence and their ability to make choices.
- Managers are reflective on practice. They have a good overview of what the setting needs to improve. They encourage each member of staff to regularly access training and are careful to select courses that will make the most impact. The pre-school has good links with the local school and liaises with other professionals.

Safeguarding

The arrangements for safeguarding are effective.

All staff fully understand their responsibilities in keeping children safe. They complete safeguarding training, which teaches them how to recognise the signs of abuse and know what to do if they are worried about a child. Staff know the process to follow if they have concerns about a child's welfare and the procedures for referring both internally and to external agencies. Contact details are readily available in the office. The manager and committee follow robust recruitment procedures to ensure all staff are suitable to work with children. Effective systems are in place to monitor ongoing suitability through regular staff supervisions.

What does the setting need to do to improve?

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

- build upon children's mathematical development by focusing on using mathematics in context to help children to understand what numbers represent
- review snack time so that children can make choices and further develop their

independence.

Setting details

Unique reference number	EY312532
Local authority	Suffolk
Inspection number	10234956
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	25
Name of registered person	Norton Pre-School (Bury St Edmunds) 0-5 Years Committee
Registered person unique reference number	RP904847
Telephone number	01359 232736
Date of previous inspection	17 November 2016

Information about this early years setting

Norton Pre-School registered in 2005. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 2 or above. The pre-school also employs an administrator. It opens from Monday to Friday. Sessions are from 8.45am until 11.45am and from 12.45pm until 2.45pm. A lunch club runs from 11.45am until 12.45pm. A breakfast club runs from 7.30am until 9am and an after-school club runs from 2.45pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Holt

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 provider and the inspector completed a learning walk together and discussed the provider's curriculum and what it is that they want their children to learn.
- 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 provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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