

Inspection of London Road Pre-School

The Scout Hall, London Road, Dereham, Norfolk NR19 1AS

Inspection date: 18 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents are welcomed into this friendly community pre-school by warm and approachable staff. Children settle in swiftly. The settling-in process is supported by a robust key-person system and continual communication with parents. Indoor and outdoor environments are carefully planned, with stimulating and challenging activities to support children to develop their physical and emotional health. Children benefit from talented staff, who read stories to them. Staff use animated voices and tones that conjure up excitement and anticipation of what might happen next. Children are inquisitive and curious learners. They frequently ask questions about the story they are listening to. Nurturing and attentive staff congratulate children on thoughtful questions. Staff listen encouragingly and respond with age-appropriate explanations and gestures, to further support their understanding. Children develop self-esteem and confidence in their abilities to communicate with staff and their peers.

Staff build strong attachments with the children in their care. Children are extremely polite and sociable. They have a clear understanding of the behaviour expected of them. At circle time, children recite the 'golden rules', such as 'walking feet' and 'kind hands'. Children gain a swift and deeper understanding of these rules, with corresponding visual prompts on the wall.

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

- Staff are skilfully perceptive to individual children's changing needs and respond quickly to them. They promote children's well-being by offering them a cuddle when they need some reassurance. Children who struggle to regulate their emotions, benefit from the cosy, quiet spaces that are provided. Staff know children well, and their interests are considered when adapting the cosy spaces to meet their personal needs.
- The manager has designed an ambitious curriculum, with a focus on encouraging children's independent learning. Children have opportunities to develop their independence by using the self-care stations, such as taking a tissue to wipe their noses. However, staff do not consistently challenge children to build upon what they already know, to develop even further independence in managing their self-care needs. For example, staff often step in and do things for children, such as putting on their aprons or wiping their noses for them.
- Staff have assessment systems in place to swiftly identify any gaps in children's learning. By using a speech and language assessment tool, staff put effective teaching strategies in place for those children with special educational needs and/or disabilities (SEND) and those who may need further support. However, staff do not seek advice from professionals, such as speech and language therapists, to further support children with SEND to achieve the best possible

outcomes.

- Overall, teaching is meaningful. Children are taught in a way that means they remember what they have been taught. Staff actively promote children's mathematical skills. They use opportunities throughout children's play to incorporate number recognition and mathematical concepts. For example, staff encourage children to count pieces of toast at snack time. As a result, children are frequently heard counting in sequence and using mathematical language such as 'big' or 'small' during free play.
- Staff continually reflect on the provision so that it continues to meet the needs of the children who attend. The manager seeks new ideas for activities and resources to enrich children's learning. For example, staff have a puppet called 'Mary' that supports children's understanding of oral health in a fun, interactive and meaningful way. Staff understand the way children learn and adapt resources to ensure all children have full access to the activities on offer.
- Children's individualities are championed, and they are learning about what makes them unique. Staff value and promote equality and diversity. Children learn about their similarities and differences as they vote for their favourite story to be read. Children are relaxed and show their sense of humour as they express themselves freely to others.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority in this setting. The provider, alongside all the staff, have regular safeguarding training. All staff have a robust knowledge to ensure the safety of children in their care. The provider implements effective risk assessments to ensure that children can play safely, indoors and outdoors. All staff can recognise the signs and symptoms of abuse and knows what to do if there is a concern about a child or a colleague. Staff have an excellent knowledge of wider issues, including grooming and exploitation. Regular staff meetings and quizzes keep staff up to date with local safeguarding issues.

What does the setting need to do to improve?

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

- focus more consistently on supporting children to develop even further independence in managing their self-care needs
- consistently monitor and improve staff's knowledge to ensure all children, including those with SEND, achieve the best possible outcomes.

Setting details

Unique reference number	EY419260
Local authority	Norfolk
Inspection number	10233776
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	20
Number of children on roll	12
Name of registered person	London Road Pre-School Committee
Registered person unique reference number	RP523703
Telephone number	07534499778
Date of previous inspection	27 January 2017

Information about this early years setting

London Road Pre-School re-registered in 2010. The pre-school employs three members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Tuesday to Friday, during term time. Sessions are from 8.30am until midday and from midday until 3pm. 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 provision.
- 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 manager and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector carried out a joint observation with the manager and also discussed self-evaluation.
- 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 pre-school.

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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