

# Inspection of Acle Pre-School

Fletcher Room, Fletcher Way, Acle, Norwich, Norfolk NR13 3RQ

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Inspection date: 17 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff create a welcoming atmosphere as children arrive at this friendly pre-school. They greet children warmly and spend time chatting to them about their morning. Staff nurture close relationships with their key children. Children show that they feel safe and happy. They greet their key person with hugs and invite them to play. Staff plan a curriculum that is well sequenced and tailored to meet the needs of all children. They help new children to settle quickly by planning activities they know they will engage in. For example, children enjoy the experience of wearing headphones to participate in listening games. Staff encourage children to take it in turns to guess the sounds. This helps to promote positive behaviour.

Staff boost children's self-esteem throughout the day. They award daily 'wow' certificates and tell children, 'You are so clever'. Children show respect, applauding each other's achievements. Staff encourage children to try new things. They model how to use magnets to catch pretend fish in water trays and demonstrate how to use scissors to snip paper. Children watch and listen intently. They show a 'can-do' attitude and keep trying hard. Children take immense pride in their own success. They show staff paper they have cut, telling them, 'I can do it'.

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

- Staff plan a 'story based' curriculum that allows children to develop a love of books. Children sit enthralled while listening to stories. Staff invite children to recall parts of stories and make predictions. Children rapidly learn new vocabulary and show confidence in offering their own explanations for the meaning of words.
- Children make connections in their learning. They draw pictures of animals they recall from stories. They group toy animals in fences and use their imaginations to pretend to be zoo keepers. Staff ask children questions to ignite their curiosity. They introduce new concepts, describing how some animals are 'extinct' and offering clear explanations about what this means.
- Children's independence is promoted. They manage their own self-care and enjoy completing simple tasks such as pouring their own milk. Staff give gentle encouragement to entice children to master new skills. They show them how to open taps on water dispensers and then step back to allow children time to practise.
- Staff involve children in decision-making. This helps children feel valued and involved. Children had recently shared their ideas for ways to improve outdoor play areas. During group games, children decide which number to count to and whether to count forwards or backwards.
- Children's behaviour is good. They wait for their turn to use slides and tidy away toys in the correct place. Older children help younger children to prepare for

mealtimes. They ask them, 'Have you washed your hands?' Staff show children photographs to reinforce 'golden rules'. Children are thrilled to see their own image and take an active part in reminding each other to have 'listening ears'.

- Children make good progress. Staff use new tracking systems to identify gaps in children's development. Children with special educational needs and/or disabilities are supported well. Staff use visual aids to help children understand what is happening next. One-to-one sessions are used to build on children's growing vocabulary.
- Staff say they feel valued and appreciated. They show enthusiasm for their roles and welcome opportunities to enhance their knowledge and skills through training.
- Parents are extremely happy with the service provided by the pre-school. They say staff create a 'truly safe and nurturing' atmosphere where their children can flourish. Parents say their children are making fantastic progress and that staff are dedicated and caring.
- The manager and deputy manager demonstrate a strong, shared vision. They drive forward improvement and sensitively implement and evaluate action plans to allow changes to become embedded. For example, recent changes to the learning environment have had a positive impact on children's growing curiosity and independence.
- Children show good attitudes to learning. However, staff do not always recognise when children are deeply engaged. They interrupt children's concentration in their enthusiasm to offer other activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff complete regular training to keep their awareness of child protection issues up to date. They have a sound knowledge of the possible signs and symptoms of abuse and neglect. Staff know how to identify and report concerns regarding the behaviour of an adult. The manager ensures all staff have a working understanding of safeguarding, and she uses questioning techniques to 'test' this. Robust recruitment procedures ensure that staff working with children are suitable to do so. The manager ensures that induction procedures are thorough and timely to support newly appointed staff. Staff make sure the premises are safe and suitable through detailed checks and risk assessments.

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

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

- support staff to minimise disruption to children's purposeful play to allow children time to finish activities to their own satisfaction.

## Setting details

<b>Unique reference number</b>	EY136364
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10301067
<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>	34
<b>Name of registered person</b>	Acle Pre-School Committee
<b>Registered person unique reference number</b>	RP517088
<b>Telephone number</b>	07920840221
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

Acle Pre-School registered in 2002 and is located in Acle, Norfolk. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4, three at level 3 and one at level 2. The pre-school is open from Monday to Friday, during term time. On Monday to Thursday, sessions are from 8am to 3.30pm. On Friday, sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager, deputy manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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