

Inspection of Little Snoring Pre-school

Little Snoring Pre School, Stevens Road, Little Snoring, Fakenham NR21 0GZ

Inspection date: 13 November 2023

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children happily settle into activities on arrival. Staff greet them warmly and ask them about their weekends, remembering any special events or visits the children had planned. They demonstrate a genuine interest and ask questions that encourage children to share their ideas and feelings. This helps children to feel secure and seen. Staff have high expectations for children. They provide clear instructions to help children understand the routines and rules of the setting. Children demonstrate their understanding and are keen to take part in key events such as tidying up and getting ready to go outside. Older children independently put on their coats, boots and waterproof trousers. Children recall important information that staff share with them about how to stay safe. For instance, they notice tiny mushrooms in the garden and know that they must wait for an adult to clear them away.

Children develop a love of stories and recall recent books that staff have read to them. They remember key events in the story, such as the three bears 'getting cross' with Goldilocks. Children begin to understand the importance of letters. They find their name card on arrival to self-register and on their place at mealtimes. Older children show an interest in writing their name on their pictures.

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

- The manager uses discussions with staff and insights from training to evaluate the provision and identify areas for development. She also works closely with children's key persons to ensure additional funding, such as early years pupil premium, is used appropriately to promote children's progress and well-being. Staff know children well. They use their observations of children to identify their interests and assess their development. Staff use this information to plan activities to help children achieve their next steps in learning.
- Staff access a good range of professional development opportunities, such as training and networking meetings, which help them to make improvements to their practice and the setting. For instance, they introduce new teaching approaches and small-group activities from communication training to support children's speech and language skills.
- The curriculum for communication and language is well developed and implemented. Staff provide lots of opportunities for children to practise listening, speaking and to build their vocabulary. They use pictures, gestures and props to support children's understanding. During an activity about daily routines, staff encourage children to explore mystery items in a closed bag, including flannels and toothbrushes. Children use descriptive language to talk about the items and make comparisons. They describe the flannel as being 'soft, like a rabbit' and the cup as 'hard and cold'. Staff teach children a song about 'getting ready for the

day' which repeats key vocabulary. Children join in eagerly. They concentrate and respond quickly to the new actions and lyrics demonstrated by staff.

- The implementation of the curriculum for physical development is not as robust as other areas. Children have plenty of opportunities to practise their small-muscle skills and develop increasing competence. However, staff do not plan how to promote development of children's large-muscle skills, such as balancing or climbing, as effectively. As a result, children are often not confident or capable to navigate equipment or natural landscape features safely and independently in the garden.
- Staff work to build positive relationships with parents and other professionals. Parents praise the relationships their children have with staff. They comment on the helpful, friendly staff and how much their children enjoy attending. Although staff share information with parents, this is not sharply focused on supporting continuity in children's learning between home and setting.
- Children develop an understanding of how to keep themselves healthy. They wash their hands independently before eating and talk about brushing their teeth. Children point out their favourite fruits during snack times and dress themselves appropriately for the weather.
- Children often immerse themselves in play for extended periods of time. They concentrate as they experiment with equipment and resources. For instance, children use frames and guttering to create a 'limbo' game. They delight in trying to move under the gutter without touching it. Other children use guttering to create a 'slide' for toy cars, positioning it carefully so the vehicles will splash into a puddle at the bottom. They laugh as they take turns to launch cars from the top.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their safeguarding responsibilities. They know how to identify and report concerns, including those regarding the behaviour of an adult. The manager ensures staff keep their knowledge up to date with regular training. When appointing new staff, the manager follows thorough recruitment processes to assure herself that staff are suitable. Staff check the setting's indoor and outdoor environments regularly to ensure that any hazards are appropriately removed or managed to promote children's safety.

What does the setting need to do to improve?

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

- strengthen the curriculum, including staff knowledge and practice, for teaching and promoting children's physical development and skills
- expand strategies to fully involve all parents in their children's learning.

Setting details

Unique reference number	2633612
Local authority	Norfolk
Inspection number	10300979
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	22
Number of children on roll	18
Name of registered person	Little Snoring Pre-school CIO
Registered person unique reference number	2633611
Telephone number	01328 822488
Date of previous inspection	Not applicable

Information about this early years setting

Little Snoring Pre-school registered in 2021 and is run by a charitable committee. The setting employs five members of childcare staff. All staff hold early years qualifications at level 3 and above. The setting operates from 8.30am to 4pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk around all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector held discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.

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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