

# Inspection of Thurlton Pre School

Thurlton Village Hall, Beccles Road, Thurlton, Norwich, Norfolk NR14 6AJ

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Inspection date: 5 December 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

Children are eager to start their day at this small, nurturing pre-school. They knock on the door and greet staff with big smiles. Staff show genuine warmth and kindness as children arrive. They spend time talking to parents and finding out about children's morning. Staff demonstrate a steadfast commitment to offering flexible sessions to those children who are settling into the pre-school. They continually communicate with parents to ensure session times are adapted to suit children's changing needs.

Children demonstrate a sense of purpose as they explore and settle into their play. Staff motivate children to try new experiences. They create an atmosphere of excitement as they reveal sensory activities involving shaving foam. Children delight in how it feels and use their fingers to write letters of their name. Staff help children to make connections in their learning. Children find their name card and use it to check letters they have written. Children's behaviour is good. They are meticulous in ensuring toys are tidied away correctly. Children are kind and caring to one other. They share toys and invite others to sit next to them at mealtimes. Staff consistently reinforce positive behaviour. They talk to children about 'walking feet' and 'kind hands'.

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

- Children make good progress. Staff provide a broad curriculum and know how to move children on in their learning. Children show positive attitudes towards their learning and high levels of engagement as they play and learn. Staff share children's next steps with parents to support children's learning at home.
- Children develop their fine motor skills. This helps to strengthen their fingers in preparation for early writing. Children show skill in using tweezers to pick up pompoms. They develop control using glue spreaders and scissors to complete craft activities.
- Children have very close relationships with staff. They show affection to staff throughout the day and frequently invite them to join their play. Staff act on opportunities to promote children's emotional development, initiating conversations about feelings. Children confidently explain, 'I am happy.'
- Staff engage children in fun activities to improve their balance and coordination. Children giggle as they 'waddle like a penguin' and 'march like a nutcracker'. Staff ask questions to extend children's learning. They ask, 'Is your body bendy or straight?'. Staff offer praise and encouragement as children move around. This boosts children's self-esteem and confidence.
- Staff prioritise children's safety. They are vigilant in their supervision of children and talk to them about safety throughout the day. For example, they explain how dropped toys may be a trip hazard. Children competently recognise their

own risks. They use scissors and comment, 'Scissors are sharp'.

- Children with special educational needs and/or disabilities (SEND) are very well supported. Leaders are knowledgeable and skilled in the early identification of children with SEND. They implement strategies to support children and use sign language and visual prompts to support children's learning.
- Staff give clear narration of children's play. They use songs and stories to build children's growing language. Staff engage children in meaningful interactions, giving them time to process and articulate their answers. As a result, children are confident communicators.
- Partnerships with parents are strong. They say staff are kind and approachable. They comment that their children love attending and are making great progress. They say they 'could not ask for more' and feel that their children are 'very well cared for'.
- The manager is a strong leader who is passionate about providing high-quality care. She works closely with her deputy manager to empower staff to engage with new ideas and training. Staff are reflective and act on feedback from supervisions and peer observations to improve their practice. They say they feel valued and that the pre-school is 'like family'.
- Children show developing levels of independence as they wash their own hands and hang up their belongings. However, children's independence is not always consistently promoted. Staff complete tasks for children, such as pouring drinks and serving fruit at snack times. This prevents children from developing greater independence in their self-help skills.

## 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 good knowledge of the possible signs and symptoms of abuse and neglect. Staff know what to do and who to approach when they have a concern about a child or an adult, including if an allegation is made against staff. 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 daily checks of the premises. This helps to ensure the environment is safe for children to play in.

## 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 provide children with further opportunities to develop their growing independence.

## Setting details

<b>Unique reference number</b>	254321
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10308055
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Thurlton Pre-School Committee
<b>Registered person unique reference number</b>	RP910420
<b>Telephone number</b>	01508 548 342
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

Thurlton Pre-School registered in 1992 and is located in Thurlton, Norfolk. The pre-school employs five members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and two at level 2. The pre school is open on Mondays, Tuesdays and Thursdays, during term time. 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 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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