

Inspection of Marham Village Pre-School

Cherry Tree Academy Marham Junior School, Hillside, Marham, Norfolk PE33 9JJ

Inspection date:

29 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The management team and staff have taken action to improve the quality of the pre-school since the last inspection, but they have not yet made enough improvement to get to good. There are new committee members who are not known to Ofsted, which means that not all suitability checks have been carried out. Despite this, staff now understand safeguarding procedures to help them protect children's welfare. Overall, children behave well and staff support most children to manage their own behaviour and feelings.

Staff are engaged in the children's play but do not sustain this well enough. Their implementation of the curriculum is not secure enough to support them to challenge children's learning consistently. In addition, how staff organise the learning environment does not fully promote children's natural instincts to discover and explore. Despite this, children feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff for a hug and to invite them to share in their play. Staff chat to children as they play, and they introduce new vocabulary. Staff use signing to support children's developing communication and language skills. Children participate in activities at their own level.

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

- The management team has not ensured that committee members are known to Ofsted. However, these people do not have access to children, nor do they have access to confidential information about families. Therefore, the risk to children is low.
- Staff know where children are in their learning and what they need to do to support their continuing progress. Teaching has improved since the last inspection. However, staff do not yet provide children with the highest-quality learning experiences to ensure their school readiness and an eagerness to learn.
- Children have opportunities to develop their physical skills. They enjoy the assault course in the garden, which they have built with crates and wooden planks. Staff encourage children to take managed risks as they walk along the crates and are on hand to help children over the planks if they lose confidence.
- Children are mostly kind to each other and readily share toys and resources. Staff are good role models and treat children with positive regard. Children enjoy a 'high five' for their efforts. However, when children are showing challenging behaviour, staff do not demonstrate consistency in how it is managed. This leaves children not knowing what is expected of them.
- Children learn about the importance of good hygiene. They wash their hands before eating and manage their self-care skills relevant to their age and stage of development. Staff keep the environment clean. They manage children's

individual health needs well.

- Staff help children develop a positive sense of themselves. Each child has a named adult to take responsibility for their daily well-being and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents.
- Parents spoken to during the inspection state that they are kept well informed about their children's learning and development, both through electronic communication and verbal discussions. The member of staff responsible for supporting children with special educational needs and/or disabilities is knowledgeable and passionate about her role. She works with parents to meet children's needs.
- Management and staff are committed to the continuing improvement of the pre-school. Staff have regular opportunities for supervision meetings to manage their performance and support their well-being. Staff are helped to recognise when their practice is not showing the highest levels of professionalism.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the management team and staff have worked to ensure that they all understand how to report concerns. The policy for safeguarding has been updated to ensure that it is in line with guidance and procedures from the local safeguarding partners and reflects practice. Confidential documentation is now stored securely to ensure that it is only accessible to those who have a right or professional need to see it. Recruitment and selection procedures have been revised. There are now clear procedures to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
inform Ofsted of all those who make up the membership of the governing body of the pre-school so that necessary suitability checks can be carried out	31/12/2023
support staff to develop their teaching skills further to ensure that children receive consistently good-quality learning experiences	31/12/2023

review and improve how children's behaviour is managed so that staff manage unwanted behaviour in a consistent way.	31/12/2023
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To further improve the quality of the early years provision, the provider should:

- review the organisation of the resources in the classroom and garden so that children are encouraged to access them in a meaningful way.

Setting details

Unique reference number	EY537773
Local authority	Norfolk
Inspection number	10319209
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	25
Number of children on roll	11
Name of registered person	Marham Village Pre-School Committee
Registered person unique reference number	RP523693
Telephone number	01760 338094
Date of previous inspection	19 July 2023

Information about this early years setting

Marham Village Pre-School registered in 2016. The pre-school employs four members of childcare staff, all of whom hold early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The deputy manager and the inspector completed a tour of the pre-school to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection, and the inspector completed a joint observation with staff.
- The inspector held a meeting with the provider and the deputy manager. They discussed how they evaluate their practice and how the actions from the last inspection have been addressed.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection.
- The inspector spoke to the children present.

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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