

# Inspection of Hemblington Pre-School

Heathlands, Woodbastwick Road, Blofield Heath, Norwich, Norfolk NR13 4QH

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Inspection date: 7 February 2024

<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 know their key children exceptionally well. They understand children's interests and celebrate what makes them unique. Staff use this knowledge to plan and provide a rich range of learning experiences. They support children to gain confidence and become independent by planning the environment that encourages children to explore and experiment.

The manager acknowledges the ongoing effects of the COVID-19 pandemic on children's personal, social, and emotional development. As a result, staff focus on supporting children to recognise and manage their emotions. Staff plan activities to help children learn about taking turns. With the staff's support, children behave well and readily share resources.

Staff are passionate about supporting children's physical development. They run forest school sessions where children climb, run, and explore. Children develop their physical skills and gain a good understanding of healthy lifestyles. They learn to balance, control their muscles, and take risks in their play. This helps children develop resilience as well as confidence in their abilities and themselves. Staff understand the importance of helping children to be ready for school. Children are gaining the key skills that support their future learning.

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

- Children's behaviour is good. When children do have disagreements, staff are quick to intervene. For example, when children knock down towers other children have built, staff are quick to come over and support. They pose questions to the children, which make them think and consider their actions. This helps children to understand about acceptable behaviour.
- Leaders use early years pupil premium funding to enrich children's education. They work closely with parents to consider how the funding could be used to help narrow any gaps in children's learning. Staff also liaise with other settings to help ensure care and routines are consistent for children. This familiarity supports children's transitions between different settings.
- Children with special educational needs and/or disabilities (SEND) are well supported by knowledgeable staff. The special educational needs coordinator and other staff work in partnership with parents, and other professionals to identify children's needs early. They put in place additional support to promote children's learning and development. Children with SEND make good progress from their starting points.
- Parents praise the pre-school. Ongoing conversations with staff ensure parents are informed about their child's progress. Staff regularly send home information on resources and activities that parents find beneficial. Parents also express the

positive impact the pre-school has on their children's development.

- Staff take into account the children's interests when arranging and organising the room. However, while there is a designated quiet book area, staff have not considered where children can rest and sleep comfortably.
- Staff provide opportunities for children to engage in meaningful play. For example, when children create a 'café', staff take on the role of customers purchasing food. They enquire about the cost of food, providing children with opportunities to apply their mathematical skills by discussing the prices of the items.
- Staff recognise and respond to children in the moment. For example, when children discover a bumblebee outside, staff help children understand different seasons. They explain that it is early for the insects to be active and searching for food. As they prepare a sugar and water mixture for the bee, staff discuss its habitat and diet. This prompts discussions with the children as they gain insight into how to support the bees.
- The manager provides support to her staff through routine supervision meetings and observations of their work. These sessions pinpoint any areas where additional training might be beneficial so that staff's professional development continuously improves. The committee offer support to the manager, who acknowledges that there is scope for this to be more consistent and proactive.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- consider sleep and rest routines to further promote children's good health and well-being.

## Setting details

<b>Unique reference number</b>	254107
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10305499
<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>	Sessional 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>	20
<b>Name of registered person</b>	Hemblington Pre-School Committee
<b>Registered person unique reference number</b>	RP523906
<b>Telephone number</b>	01603 712616
<b>Date of previous inspection</b>	23 February 2018

## Information about this early years setting

Hemblington Pre-School registered in 1992. Sessions are from 9.30am to 12.30pm on a Tuesday, and from 9.30am to 3.30pm on Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications at level 3 and above. The manager has a relevant qualification at level 5.

## Information about this inspection

### Inspector

Nina Hopson

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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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