

Inspection of Carleton Rode Preschool

Jubilee Hall, Mill Road, Carleton Rode, Norfolk NR16 1NQ

Inspection date: 28 February 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff create a wonderfully calm and welcoming start for children as they arrive. They greet children with genuine warmth and interest which helps them to settle quickly. Staff plan stimulating activities based on children's current interests. As a result, children are motivated to explore and start their play. Staff entice children to try new things and give them praise for having a go. For example, children work out how to use tweezers to pick up toy dinosaurs. They delight in painting with 'dinosaur gloop' and tell staff it feels 'sticky'. Staff boost children's self-esteem. They award stickers for good listening and tell children, 'You are so clever'.

Staff treat children with care and kindness. They provide effective support for children's emotional well-being. Staff are quick to notice when younger children may need reassurance and comfort. They hold children's hands and offer them cuddles. Staff are attentive in checking that children are wearing warm clothing when playing outside. They consistently reinforce positive behaviour, talking to children about 'listening ears' and reminding them to treat toys with respect. Where minor disputes occur, staff get down to children's level and chat to them about how others might feel. This helps to build children's emotional literacy.

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

- Staff have developed an engaging curriculum that centres around each individual child. They communicate as a team to evaluate the curriculum and its impact on children's progress. Parents are involved in discussions about targets their children can work towards. As a result, children make good progress.
- Staff create inviting reading spaces for children to relax in. Children snuggle together and browse through books independently. They show confidence in explaining animal features and dinosaur names. Staff help children develop a love of books through frequent story sessions. They read to children with enthusiasm and excitement and ask questions to develop children's language.
- Children build positive relationships with their peers. They share toys and spend time collaborating together to build construction models. They wait for their turn to use slides and hoops. Older children show kindness to younger children. For example, they show them how to position guttering onto cones to make ramps.
- Children use numbers and counting in their play. They count toy dinosaurs as they place them in containers. Children count pretend coins and say, 'That is seven pounds'. Staff ask questions to extend children's learning. For example, they ask children to name colours as they play with hoops and balls. Children use chalk to trace around their shoes. Staff ask which footprints look the biggest.
- Children benefit from long periods of time playing outdoors. This contributes to children's good health. They manoeuvre balance bikes around obstacles and

build muscle strength digging in soil. Staff organise games to help develop children's coordination and balance. They demonstrate how to wave coloured scarves to music. Children move energetically as they jump, stretch and twirl with their scarf.

- Staff focus on encouraging children to gain independence. They inspire children to carry out manageable tasks for themselves, such as finding their name card when they arrive. Recent changes to snack times provide children with consistent opportunities to develop their independence. For example, children become proficient in peeling fruit, pouring drinks and scraping their used plates.
- Partnerships with parents are strong. They say their children love attending and are making great progress. They comment that staff are 'wonderful' and that they create a 'family feel' to the pre-school. Parents say staff invest time in getting to know their children well.
- The manager evaluates the quality of the provision and teaching to help drive forward improvement. She empowers her staff to engage with opportunities to reflect upon their own practice. As a result, staff feel valued, supported and are able to identify their own training needs.
- Staff know children well and provide activities they know children will engage in. However, children are not always given enough time to explore their own ideas. Staff sometimes step in too quickly to offer their own thoughts and solutions.

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:

- support staff to provide children with sufficient time to think for themselves before offering solutions.

Setting details

Unique reference number	254007
Local authority	Norfolk
Inspection number	10312263
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	26
Number of children on roll	35
Name of registered person	Carleton Rode Playgroup Committee
Registered person unique reference number	RP517384
Telephone number	07824675894
Date of previous inspection	25 April 2018

Information about this early years setting

Carleton Rode Preschool registered in 1985 and is located in Norfolk. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and five at level 3. The pre-school is open from Monday to Friday, during term time. On Monday to Thursday, sessions are from 7.30am to 6pm. On Friday, sessions are from 7.30am to 4.30pm. 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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