

Inspection of Chapelbreak Pre-School

Chapelbreak Village Hall, Bowthorpe, Norwich, Norfolk NR5 9LG

Inspection date: 17 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are well cared for as soon as they arrive by a welcoming, caring staff team. A well-established key-person system helps children to settle quickly and gain confidence. Staff's gentle and warm interactions with children promote their emotional security and as a result, children are very happy, well-settled and secure. Firmly embedded routines further promote children's feelings of security. Children hear staff shake tambourines. They rush off to choose a cushion to sit on for 'good morning' routines. Staff empower children to share their 'news' and join in with counting activities. Children show respect for one another, listening carefully to what others have to say and waiting for their turn to speak. They make firm friendships, holding hands as they explore the environment. Older children tell each other, 'You are my best friend'.

Children's trusting relationships have a positive impact on their behaviour and attitudes to learning. There is a wonderful sense of purpose around the pre-school as children become engrossed in activities that interest them. Children take turns with popular toys and comment, 'Remember to share'. Staff celebrate children's successes, giving them plentiful praise and affection when they achieve their goals. This helps boost children's self-esteem. Children spontaneously applaud others, telling them, 'Well done', echoing language they have heard from staff.

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

- Children's good health is promoted. Toddlers enjoy opportunities to develop their large muscle strength as they run around and use wheeled toys. Older children learn to move their bodies in different ways during morning 'keep fit' and yoga sessions. They jog and jump on the spot and notice when their heart rate has increased. They practise mindfulness techniques and demonstrate how to 'blow out a candle' to control their breathing.
- Staff are skilled storytellers, and they help bring stories alive as they read to children. They capture children's interest as they read and build on their growing vocabulary and comprehension. As a result, children remain focused and engaged. Staff value children's opinions, involving them in voting opportunities to agree on 'top 10' stories. Children develop a real love of books and spend extended periods of time browsing through books independently.
- Children with special educational needs and/or disabilities are supported well. Staff make good use of one-to-one sessions and interventions to help children make progress. The manager ensures referrals are swiftly completed and she works with other professionals to put further support in place. Staff effectively interpret cues and behaviour from non-verbal children to ensure their needs are met.
- Children gain in their independence as they progress through the pre-school.

Toddlers feed themselves and show early competence in managing their own self-care. Older children arrive and take off their coats and hang up their bags. They spread butter and pour drinks during snack times.

- Children enjoy being creative. Toddlers draw their own pictures and proudly show them to staff. Older children use large planks and guttering to make robots. They collaborate together, working out which resources they need and arranging them into their desired design. They listen to each other's ideas to solve problems.
- Partnerships with parents are strong. They say the pre-school provides the 'right care' for their children. Parents say their children love attending and are making good progress. They report that staff are kind, considerate and approachable. Parents appreciate the help they receive with their children's learning and development. For example, parents borrow learning bags containing books and activities to support their children's learning at home.
- Staff benefit from regular supervisions. Leaders place a high priority on staff well-being. As a result, staff feel valued, listened to and appreciated. Staff work very well together and there is a strong team spirit.
- The manager and staff are clear on their intent for children's learning, from when they first start as toddlers until they leave the pre-school to go on to school. However, the implementation of the curriculum is not fully embedded. Arrangements to help staff deepen their understanding about how to deliver the curriculum content are not fully established.

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:

- build on the already good practice and seek further ways to support all staff to deepen their knowledge of how to deliver the curriculum content.

Setting details

Unique reference number	254013
Local authority	Norfolk
Inspection number	10335097
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	68
Number of children on roll	64
Name of registered person	Chapelbreak Playgroup Committee
Registered person unique reference number	RP904094
Telephone number	01603 442059
Date of previous inspection	5 June 2018

Information about this early years setting

Chapelbreak Pre-School registered in 1992 and is located in Bowthorpe, Norwich. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, six at level 3 and one at level 2. The pre-school is open from Monday to Friday during term time. Sessions are from 8.50am to 3pm. 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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