

Inspection of Blofield Pre-School Playgroup

The Margaret Harker Hall, Yarmouth Road, Blofield, Norwich, Norfolk NR13 4LE

Inspection date: 9 July 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

Children are wonderfully well-cared for from the moment they arrive at this friendly, nurturing pre-school. Effective key-person systems means that children build trusting and affectionate relationships with staff. This has a positive impact on their well-being. Children rush over to greet staff and cuddle closely with them to chat and play. Staff notice when children appear hungry or tired, ensuring their needs are met promptly.

Staff use their understanding of the children in their care to provide a stimulating learning environment. As a result, children are motivated and confident learners. Children immediately become deeply engaged and busy in their play. They use their imagination in role play 'schools', pretending to be teachers. Children show kindness, waiting for their turn to use white boards to take the 'register'. Staff encourage and nurture these positive relationships, praising children for their kind behaviour. As a result, children make and maintain caring and respectful friendships.

Consistent routines and expectations further promote children's feelings of safety and security. Staff establish clear boundaries and rules and give gentle reminders throughout the day. As a result, children show cooperation and follow instructions well. Older children are beginning to find their own resolutions to minor disputes. For example, they use sand timers to indicate when it is their turn with popular toys.

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

- Staff support children's communication and language development. They speak clearly and model the correct pronunciation of words. Staff introduce new vocabulary, which builds on children's knowledge and curiosity. For example, children investigate pretend mini-beasts. Staff show children scorpions, describing how they sting with a 'nippy tail'.
- Staff plan a curriculum for children based on their interests and needs. They use assessment procedures effectively to track children's progress. Staff communicate as a team and regularly evaluate the curriculum and its impact on children's learning. As a result, children make good progress.
- Staff support children's independence. Children complete small tasks for themselves such as hanging up their belongings and managing their own self-care. They show proficiency in serving fruit and pouring drinks at snack times. Children know the routines and happily clear away their own used plates and cups.
- Children thoroughly enjoy time playing outdoors. This contributes to their overall good health and well-being. Older children manoeuvre bikes and scooters

around obstacles and over ramps. Toddlers build their muscle strength digging in sand and filling containers with dried pasta. Staff extend children's physical experiences through regular visits to the local park.

- Children develop their resilience and critical thinking skills. Toddlers turn wooden screws and work out how to balance cars on top. Older children use construction sets to make towers and bridges. They collaborate to decide how best to secure their models to the bottom of slides. They tell visitors, 'This is tricky' and keep trying until they achieve their desired outcome.
- Parents describe staff as 'incredible' and reflect that choosing the pre-school was the 'best choice'. Parents comment that staff care for their children very well. They appreciate the range of activities the pre-school offers. However, some parents say they would benefit from more detailed information regarding their children's next steps and how to help with their learning at home.
- Children with special educational needs and/or disabilities are supported very well. Staff promote an inclusive environment that meets the needs of all children. They engage with a range of outside agencies and ensure referrals are made swiftly. Staff are wonderfully in tune with children, anticipating their needs and interpreting non-verbal gestures expertly.
- Staff seize every opportunity to reinforce counting, shape and colour recognition. Children count pictures as they listen to stories and look in a 'magic bag' to match two dimensional shapes. Children use the language of size in their own play. They proudly show their 'giant' and 'small' play dough cakes.
- Staff form a strong team and show a commitment to improving outcomes for children. The manager and deputy manager provide clear and cohesive leadership. They give support and direction to staff and ensure they are well prepared for their roles. Staff feel valued and appreciated and say they love working at the pre-school. The manager works closely with committee members to share her vision and ambition.

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:

- strengthen information provided to parents regarding their children's next stages of learning, to help them support and continue learning at home.

Setting details

Unique reference number	253952
Local authority	Norfolk
Inspection number	10351770
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	41
Name of registered person	Blofield Pre-School Playgroup Committee
Registered person unique reference number	RP908647
Telephone number	01603 712498
Date of previous inspection	16 October 2018

Information about this early years setting

Blofield Pre-School Playgroup registered in 1992 and is located in Blofield, Norfolk. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4, four at level 3 and two at level 2. The pre-school is open on Mondays, Tuesdays, Thursdays and Fridays during term time. Sessions are from 9am 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 setting and has taken that into account in their evaluation of the pre-school.
- The inspector completed a learning walk with the manager to understand how the pre-school operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and 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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