

London Road Pre-School

The Scout Hall, London Road, Dereham, Norfolk, NR19 1AS



Inspection date

27 January 2017

Previous inspection date

28 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The committee, the supervisor and the staff team are committed to providing children with high-quality care and education. The supervisor has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement.
- Children are eager to attend the pre-school and settle quickly. Staff are friendly and approachable. They build good relationships with the children, so they feel confident and secure.
- Once children are in their regular care, staff make accurate assessments of what they know and can do. Staff effectively use this information to provide activities that are matched to children's abilities. Children make good progress in their learning.
- Children's literacy skills are well supported in the pre-school. They have regular access to a range of resources, both indoors and outside, to stimulate their early reading and writing skills. This helps to prepare them well for their move to school.

It is not yet outstanding because:

- New systems for monitoring staff's performance are not yet fully embedded to ensure high-quality supervision.
- The supervisor does not yet use assessment information to check on the progress of different groups of children, in order to target teaching and monitor the impact of this.
- Staff do not gather enough detailed information from parents about children's capabilities at home when they first start at the pre-school to help them to assess their starting points.

What the setting needs to do to improve further

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

- extend existing systems for the monitoring of staff's performance management to continue to strengthen and improve on good practice and raise the quality of teaching to a higher level
- embed monitoring practices to ensure that the learning and progress being made by different groups of children are clearly understood, so all staff can target the teaching more precisely
- work more closely with parents when children first start at the pre-school to gather more-detailed information about what they can already do.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the supervisor.
- The inspector held a meeting with the supervisor. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The supervisor provides strong leadership for the staff team. She supports staff to attend additional training to extend their knowledge and acquire new skills. This contributes towards effective changes in teaching practice and has a positive impact on children's learning and development. Staff have a thorough set of policies and procedures to support their good practice. This is well organised and updated regularly to ensure that it is in line with current legislation and guidelines. Safeguarding is effective. Staff have a clear understanding of their role to protect children from harm. They are fully aware of what to do should they have concerns about children's welfare. Rigorous recruitment and induction procedures are in place to help to ensure that all staff are suitable for their role.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn and develop. They carefully organise the environment to provide children with a broad range of activities that builds on their interests. Children confidently move around the hall, choosing what they would like to do next. For example, they creatively experiment with dinosaurs and large cardboard boxes, use shape cutters and tools with play dough and eagerly investigate items in the water tray. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. Children have time to process questions and solve problems for themselves. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

Personal development, behaviour and welfare are good

Staff work closely with parents to ensure they develop a clear understanding of children's individual care needs. They are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise children as they recognise their efforts and achievements. This helps to raise their confidence and self-esteem. Children learn to be independent and responsible. For example, they find their name card to self-register on arrival and pour their own drinks. Children follow good hygiene routines and experience sociable mealtimes. They have daily opportunities for exercise and fresh air in the spacious outdoor area. These help to promote their good health and support their physical well-being.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They make friends and learn how to share and take turns with popular toys and resources. Children are familiar with the daily routine. They learn to listen and respond to instructions. Children develop their counting skills. They enjoy looking at books with staff. They develop their personal care skills, relevant to their age and ability, such as putting on their own boots and coats before playing outside. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY419260
Local authority	Norfolk
Inspection number	1065620
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of registered person	London Road Pre-School Committee
Registered person unique reference number	RP523703
Date of previous inspection	28 November 2013
Telephone number	01362 692139 or 07534499778

London Road Pre-School was registered again in 2010. The pre-school employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens Tuesday to Friday during term time. Sessions are from 9am until midday and from midday until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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