

Ormesby Village Pre-School



Ormesby Village Pre-School, Ormesby Village Infant School, Spruce Avenue, Ormesby, Great Yarmouth, Norfolk NR29 3RY

Inspection date	26 April 2019
Previous inspection date	8 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 manager, office manager and committee have worked hard to address the actions raised at the last inspection. They have organised systems in place which underpin the good leadership and management of the pre-school.
- Staff are encouraged to undertake training and study for further qualifications. As part of their studies, they work hard to make ongoing improvements to the pre-school. For instance, they take on projects, such as improving the outdoor play areas, to give children a range of opportunities to develop physical skills and learn about the natural world.
- Older children have lots of opportunities to visit the adjoining school to prepare them for joining the Reception class, when the time comes.
- Staff plan a range of activities for children to play and learn through. For instance, when children show an interest in firefighters, staff recognise this and plan lots of opportunities for children to extend their interest.
- Children show strong bonds with their key person. Younger children regularly seek out their key person for a cuddle and reassurance, when needed.
- Children make good progress. Staff work in partnership with other professionals to support children with special educational needs and/or disabilities.
- At times, the questions staff ask children are not fully effective to enhance children's communication and encourage them to express their views.
- On occasions, some routines for the youngest children are not highly effective at promoting children's developing concentration and ongoing engagement in learning.

What the setting needs to do to improve further

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

- enhance staff questioning skills, to support them to encourage children to fully express their ideas and views
- review and refine routines for the youngest children, to extend their ongoing engagement and developing concentration.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, office manager and committee representatives. The inspector held discussions with members of staff and children at appropriate times.
- The inspector looked at a range of documentation, including evidence of the suitability of staff, recruitment records, children's learning records and the improvement plans.
- The inspector spoke to parents to obtain their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The committee has ensured that it maintains regular contact with Ofsted, to enable suitability checks to be completed on all members. Recruitment procedures are robust. Staff undergo detailed suitability checks. Records are in order and well kept. Staff have regular supervision meetings where they discuss their practice and the children they care for. The manager is able to accurately evaluate the quality of teaching. She gives staff focused 'next steps' to help them develop specific aspects of their practice. The manager has a detailed overview of children's progress. She checks the achievements of individual children and groups, to highlight any gaps in children's learning and put plans in place to help these to close. The well-qualified manager visits other early years settings to observe practice and gain ideas. She uses what she learns to develop specific action plans to continually improve the quality of the pre-school.

Quality of teaching, learning and assessment is good

Children of all ages are able to play outside for long periods. They enjoy this and have a wide range of activities to choose from. For instance, younger children play with toy ducks in the water while staff sing about 'five little ducks'. Staff help children to follow their interests, for example, as they select a large xylophone and explore the sounds it makes together. Toddlers show good levels of motivation. They explore in the sand with a range of tools and participate excitedly in role play. Children write on notepads and talk about what they are doing. Older children mix paint to create new colours. They excitedly share their findings with their key person. Staff assess children's achievements and plan well-focused activities to support their ongoing progress. Parents are involved well in children's learning. They have opportunities to further develop their children's learning, such as borrowing 'story sacks' to share at home.

Personal development, behaviour and welfare are good

Children regularly participate in activities to practise their physical skills. Younger children are encouraged to practise walking and climbing. Toddlers have fun going down the slide and playing in ride-on cars. Older children have focused physical sessions where they explore ways of moving. They confidently talk about why they need to exercise and proudly announce, 'we have to warm up our muscles!' Children behave well. Staff remind children of the rules and help older children to learn routines to prepare them for school. Staff working with the youngest children speak to parents to find out about each child's feeding and sleeping requirements, so they can follow these at the pre-school.

Outcomes for children are good

Children show good levels of development for their ages. Older children use numbers in their play and many recognise numbers to 10 and beyond. Toddlers show imagination in their play and develop interesting ideas for role play. They play well alongside their friends and enjoy playing instruments while singing songs at group time. Younger children enjoy interactions with their key persons. They hold hands to walk, balance and have fun exploring a long tunnel. Additional funding is spent well to close gaps in children's learning and help them to learn the skills they need for starting school.

Setting details

Unique reference number	EY244425
Local authority	Norfolk
Inspection number	10082720
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	1 - 11
Total number of places	68
Number of children on roll	88
Name of registered person	Ormesby Village Pre-School Committee
Registered person unique reference number	RP520977
Date of previous inspection	8 October 2018
Telephone number	01493 731274

Ormesby Village Pre-School registered in 2002. The pre-school employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. This includes the manager and special educational needs coordinator who hold qualifications at level 5. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. Out-of-school care is available from 7.45am until 9am and from 3pm until 6pm. The pre-school also runs a holiday club during school holidays from 7.45am to 6pm.

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