

# North Wootton Pre-School



St. Augustines Way, South Wootton, Kings Lynn, Norfolk PE30 3TE

<b>Inspection date</b>	13 May 2019
Previous inspection date	4 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders have worked hard with staff to address the weaknesses raised at the last inspection, seeking and acting on guidance and support from the local authority. Staff receive regular supervision meetings that support and help them to improve their knowledge and skills.
- Leaders review the progress children make as individuals and as groups of children. This analysis helps to identify any emerging gaps in children's progress or in staff practice and is used to inform planning to help ensure children's needs are met and that all children make good progress.
- Staff work well in partnership with parents and other professionals. They establish an effective two-way flow of information that helps to provide children with consistency in their care and learning. This significantly contributes to the good progress children make, especially those children with special educational needs and/or disabilities.
- Staff act as good role models for children. They are kind, nurturing and give consistent reminders to help children understand what is expected of them. Children are well mannered and their behaviour is good.
- Children demonstrate that they feel safe and secure. They are confident to explore and seek out staff to share their experiences. Staff give children plenty of praise and encouragement. This helps them to develop good levels of self-esteem.
- Sometimes staff overlook opportunities to extend children's understanding and awareness of mathematical ideas such as capacity and measure.
- Staff do not provide enough opportunities for children to learn about people and communities that are different to their own.

## What the setting needs to do to improve further

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

- enhance opportunities even further to help children understand and learn about the mathematical ideas of capacity and measure
- broaden opportunities for children to learn about people and communities that are different to their own.

### 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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The experienced manager works well with her staff. They are reflective practitioners who value parents' views. For example, they have changed what is offered for snack in response to parents' feedback. Parents are positive about the staff. They state that they receive good communication about their child's day and the progress they make. Staff have completed training to enhance how they assess children's progress and plan for their next steps in learning. This helps the manager to accurately review children's progress and contributes to driving improvements in staff practice. Safeguarding is effective. The manager uses robust recruitment and induction processes to help ensure the suitability of adults working with children. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff talk to children as they play and ask questions that encourage children to share their thoughts and ideas. Children enjoy role-play activities. They imaginatively create chocolate and compost cakes for staff. They use a range of implements to scoop and pour mud and sand. Staff show children how to draw water into pipettes and squirt the water into tubes. This helps to develop children's small-muscle control and hand-to-eye coordination, building good skills for reading and writing. Children accurately count the spots they glue on to the ladybirds they create. Staff follow children's emerging interest in insects. Children mark sheets to record the insects they find outdoors. Staff explain insects' preferred habitats as children turn over stones and logs during their 'bug hunt'.

### Personal development, behaviour and welfare are good

Children arrive confidently and eagerly choose their activities. They freely move about the outdoor environment where there are ample resources that help to develop their physical skills. Children climb on appropriate play equipment and learn how to safely ride on tricycles and scooters without posing risks to their friends' safety. They learn how to grow and nurture plants. Staff explain the stages of growth before strawberries are ripe to harvest and eat. Children gain good independence in their self-care. They pour their choice of drink at snack time and help to tidy away the cups and bowls. Staff help children to gain familiarity with school routines, such as forming a line to go outside and showing respect towards each other. They invite school teachers to the pre-school to meet children who will move to school next term.

### Outcomes for children are good

All children make good progress, given their starting points and capabilities. Children are active learners and show 'can-do' attitudes. They demonstrate good listening and attention as they sit for story time. Children anticipate words and phrases, showing familiarity and understanding with the story and songs that they sing. They proudly write their names on their craft creations. Children learn to share and take turns. They develop friendships and seek each other out to explore and play. Children gain the key skills to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	254197
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10081749
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	North Wootton Pre-School
<b>Registered person unique reference number</b>	RP517387
<b>Date of previous inspection</b>	4 October 2018
<b>Telephone number</b>	01553 675761

North Wootton Pre-School registered in 1992 and is run by a committee. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during school term time only. Sessions run from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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