

Norton Pre-School

Honeywood Corner, Ixworth Road, Norton, Suffolk, IP31 3LE



Inspection date	17 November 2016
Previous inspection date	12 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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, manager and staff team are committed to providing children with high-quality care and education. Since the last inspection, they have implemented effective changes with support from the local authority. For example, staff carefully organise the indoor and outdoor environment so that children enjoy free access to a wide range of toys and resources.
- Staff get to know the children well through regular observations and accurate assessments of what they can do. They effectively use this information to provide activities that are tailored to children's individual interests. This contributes to the good progress children make.
- Staff support children to settle well. Children build secure emotional attachments with all staff. They happily play alongside staff who are responsive and show care. Children of all ages are happy and enjoy their time at the pre-school.
- Staff are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable.

It is not yet outstanding because:

- The manager does not consistently evaluate staff performance, in order to rigorously monitor and build on the already good practice.
- Staff do not always make the most of opportunities to enhance children's early reading skills.
- Although partnerships with parents are good overall, staff do not effectively engage all parents to share in their children's learning in the pre-school and at home.

What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice, in order to raise the quality of teaching to the highest level
- enhance opportunities for children to further develop their early reading skills
- explore more ways to effectively engage all parents in their children's learning, as part of their continuing involvement in their children's developmental progress.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager and spoke to a member of the committee. She looked at relevant documentation, including the pre-school's action plan and self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- 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 new management committee is effectively involved in the running of the pre-school. The members have a clear understanding of their roles and responsibilities, and effectively monitor the provision. Staff are supported to attend training courses to extend their knowledge and acquire new skills. They use their new knowledge to enhance their practice and improve outcomes for children. There are good systems in place for monitoring the progress of individuals and groups of children. Staff identify where extra support may be required. Additional funding is spent effectively to help promote the development of children. The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and are fully aware of what to do should they have any concerns about children's welfare. The management committee undertakes rigorous recruitment and induction procedures 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. Children actively participate in a wide range of planned and free-choice activities. For example, children make 'stone soup' using soil and natural materials, such as leaves, acorns and pebbles. They enjoy exploring how things feel. Staff join children in their play and engage them in meaningful conversations. They skilfully ask questions to build on what children already know. Children have time to process questions and solve problems for themselves. Staff are skilful in following children's interests. For example, they encourage children to plant an acorn following a conversation about an oak tree. Children are extremely motivated as they collect compost, a pot and water to complete their task.

Personal development, behaviour and welfare are good

Children are eager to attend the pre-school. Staff encourage children to be independent and responsible. Children are familiar with the daily routines, which helps to support their emotional well-being. On arrival, they find their name to self-register and engage in self-chosen activities. Children follow good hygiene routines and collect their own plate and cup at snack time. They enjoy a range of healthy snacks. Children have daily opportunities to be active either indoors or in the outdoor play area. This helps to promote their good health and supports their physical well-being. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise the children appropriately throughout the sessions. This enables children to develop their sense of self-esteem and confidence.

Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as starting school. They learn how to share and take turns. Children attend to their own personal care skills, according to their age and ability. They have many opportunities to develop their early writing skills and recognise numbers. Children are able to follow instructions and develop good concentration and perseverance as they confidently use equipment, such as scissors, carefully. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY312532
Local authority	Suffolk
Inspection number	1040513
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	26
Number of children on roll	82
Name of registered person	Norton Pre-School (Bury St Edmunds) 0-5 Years Committee
Registered person unique reference number	RP904847
Date of previous inspection	12 February 2016
Telephone number	01359 232736

Norton Pre-School was registered in 2005. The pre-school employs seven members of childcare staff. Of these, five staff hold an appropriate early years qualification at level 3 or above. The pre-school also employs an administrator. It opens from Monday to Friday, term time only. Sessions are from 9am until midday and from 1pm until 3pm. A lunch club runs from midday until 1pm. A breakfast club runs from 8am until 9am and an after-school club runs from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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