

Scarning Pre-School

Dereham Road, Dereham NR19 2PW



Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The provider has not provided Ofsted with the required information so that suitability checks can be completed for all members of the management committee.
- Sometimes, staff miss opportunities to extend children's learning such as giving them time to think and offer their ideas.
- Activities involving larger groups of children are not always organised effectively to fully promote all children's engagement and participation.

It has the following strengths

- The manager and deputy work well together to accurately evaluate the quality of teaching practice. They use information gained from staff, children and parents to improve outcomes for children.
- There is an effective programme of professional development. This is carefully tailored to develop the skills of each staff member to help them meet the needs of their key children. Staff are encouraged to gain further qualifications to extend their knowledge of how children learn.
- The environment has been very well planned to meet the needs of children of different ages and stages of development. Children show good levels of motivation and interest in their play. For example, children enjoy exploring outside in the mud kitchen and eagerly hunt for bugs, drawing what they see on their clipboards.
- Staff help children to settle in to the pre-school when they first start or move to a new room. For example, younger children visit the pre-school with their parents for 'play and stay' sessions to get used to the environment, staff and routines. Children show good bonds with their key person and are supported to behave well.
- Children make good progress from their individual starting points. They are well-prepared for the next stage in their learning and eventual move to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the required information so that checks can be completed to confirm the suitability of all members of the management committee.	05/11/2018

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

- make the most of opportunities to extend children's learning to the highest level
- review and develop further the organisation of larger group activities to increase all children's participation and involvement.

Inspection activities

- The inspector observed staff interacting with children during a range of activities indoors and outside, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager and deputy manager.
- The inspector looked at a range of documentation, including children's individual learning records, and the safeguarding policy and procedures.
- The inspector held meetings with the nominated individual, manager and deputy manager.
- The inspector spoke to parents and children to gain their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not provided Ofsted with the required information to enable all necessary suitability checks to be completed on all of its members. However, the manager carries out Disclosure and Barring Service checks for all committee members and ensures that they do not have unsupervised access to the children. The recruitment of staff is rigorous to ensure they are suitable to work with children. Safeguarding is effective. Staff know the procedures to follow if they are concerned about a child's welfare. The manager and deputy carefully monitor the quality of teaching, meeting with staff regularly to discuss their performance and identify any gaps in children's learning. They also carefully track the progress of groups of children to highlight any areas for improvement in the curriculum or staff practice. For example, the manager works with the school to identify a training programme for staff to enhance their teaching of speech and language skills, to improve children's developing communication.

Quality of teaching, learning and assessment is good

Staff observe children as they play, make accurate assessments and plan well-focused next steps in children's learning. Children participate in a range of activities that interest them. They learn to work well together, for instance, as they roll conkers down ramps and collect them in buckets. Staff give children lots of opportunities to explore the world around them. They help them to look carefully at what they see, for example, when they go on a 'bug hunt' and are excited to find caterpillars in the garden. Staff provide children with lots of imaginative opportunities for role play and children engage in this well. They enjoy playing 'shopping' with staff members who get down to the children's level and talk to them about their individual experiences of visiting the supermarket.

Personal development, behaviour and welfare require improvement

The identified weakness in leadership and management has the potential to affect children's welfare. However, staff remain vigilant and keep children safe. Staff involve parents well in children's personal development. When children start at the pre-school, they complete detailed 'all about me' books with their parents and carers. They are very proud of these and talk with confidence about their families and favourite activities. Children show good levels of independence. They help to prepare their own snacks and pour drinks with increasing control. Children have lots of opportunities for exercise. Many children choose to play outside and enjoy making the most of the large outdoor space. Staff work well with the school and other agencies to support children's well-being, particularly for those children who have special educational needs and/ or disabilities.

Outcomes for children are good

Younger children confidently choose their own activities and play alongside their peers. They make discoveries such as finding out what happens to toy farm animals when they dip them in bubbly water. Older children show high levels of confidence and enjoy sharing their learning. They show good hand-to-eye coordination, for example, as they shape dough using tools and carefully use scissors to cut leaves for their nature pictures. Additional funding is spent well to help children to develop their interests and widen their experiences.

Setting details

Unique reference number	EY500248
Local authority	Norfolk
Inspection number	10076644
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 10
Total number of places	40
Number of children on roll	139
Name of registered person	Scarning Pre School
Registered person unique reference number	RP535397
Date of previous inspection	Not applicable
Telephone number	01362 699360

Scarning Pre-School registered in 2016. The pre-school employs 14 members of staff. Of these, 12 staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm. An out-of-school club is also available for children from the on-site school. This runs daily from 7.15am until 9am, and from 3pm until 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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