

Worstead Preschool

Queen Elizabeth Hall, Ruin Road, North Walsham, NR28 9WH



Inspection date

Previous inspection date

19 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management team's successful and determined drive to provide children with an outstanding pre-school experience has continued with the move to new premises. The passion and enthusiasm of the staff team are evident. Their constant reflection, evaluation and improvement help all children to receive the highest-quality care and achieve the best possible outcomes.
- Staff have an excellent knowledge of how children learn best through play. Key persons have a thorough knowledge of each child and plan innovative learning experiences that provide optimum challenge and are sharply focused on what children need to learn next. This helps to promote the highest level of achievement for children of all ages.
- Staff secure extremely effective partnership working with parents. Parents are fully involved in all aspects of children's assessments and learning. They are highly complimentary about the pre-school. Staff provide parents with meaningful guidance and advice to help them support children's learning at home and in the pre-school.
- Staff focus very strongly on supporting children to acquire the skills they need for school. Children are extremely motivated to learn and develop exceptionally high levels of confidence and independence throughout all activities.
- Staff are highly skilled in providing a warm and caring environment that supports each child and their family. Children settle extremely well and form strong attachments to their key person, other staff and each other.

What the setting needs to do to improve further

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

- continue to build on the already excellent opportunities for staff to develop skills in overseeing specific initiatives that significantly enhance teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed a focused activity and evaluated the quality of teaching with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor and committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager leads the knowledgeable and well-qualified staff team to drive the pre-school forward. Extremely strong systems are in place to monitor, supervise and mentor staff to ensure the delivery of consistently high levels of excellent teaching and learning. Key staff have lead roles in developing and overseeing specific initiatives, significantly enhancing practice. Priority is now being given to developing this further. Additional funding is expertly used to close development gaps and positively impact on children's learning and progress. The arrangements for safeguarding are effective. All staff are very confident and knowledgeable about their individual roles and responsibilities in protecting children and keeping them safe from harm.

Quality of teaching, learning and assessment is outstanding

All staff are highly skilled at planning activities that ignite children's curiosity and imagination and promote their enthusiasm for learning. Staff skilfully use questions to successfully encourage children to think and work out their own way of doing things. For example, children choose materials to build a bridge over a puddle. Once accomplished they pretend the puddle is a river, acting out their own story. Staff demonstrate skilful use of vocabulary and use questions to develop and extend children's understanding, listening and speaking skills. They model and scaffold language extremely well so that children are confident communicators. Staff use extremely good intonation and props when reading favourite stories, promoting children's developing literacy skills. Their interest in books is superbly supported through visits to the mobile library. Children are extremely creative and show great delight when exploring sensory resources.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and treat all children and adults with the upmost respect and care. Children behave exceptionally well. They consistently use good manners and show care for their friends. Very well-established routines, combined with the excellent layout of the pre-school, help promote children's independence and self-care skills to the highest level. Staff provide challenging activities that significantly support and encourage healthy lifestyles and excellent well-being. For example, children make their own snacks and demonstrate their complete understanding of how eating well and good hygiene routines keep their bodies strong and healthy. Children thoroughly enjoy being outside in the highly stimulating learning environment. They are extremely active and seek out the den when they want to rest or play quietly with their friends.

Outcomes for children are outstanding

Children make substantial and sustained progress throughout their time at the pre-school. They are developing excellent attitudes to learning and are exceptionally confident and self-assured. Children gain the skills they need for school, practising early writing and linking sounds to letters. They confidently apply mathematical concepts and increase their awareness of weight, shapes, numbers and size during daily activities.

Setting details

Unique reference number	EY490419
Local authority	Norfolk
Inspection number	1020632
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 - 5
Total number of places	26
Number of children on roll	38
Name of registered person	Worstead Pre-school Committee
Registered person unique reference number	RP523743
Date of previous inspection	Not applicable
Telephone number	01692 535692

Worstead Preschool registered in 2015. The preschool employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. 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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