

# Sutton Pre-School

New Road, Sutton, Norwich, Norfolk, NR12 9RB



<b>Inspection date</b>	17 November 2016
Previous inspection date	13 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 strong management team has high expectations for what it can help children to achieve. Leaders reflect on the effectiveness of all areas of the provision and continually look at ways to improve what they do to meet children's changing needs.
- Staff demonstrate consistently good quality teaching. They skilfully follow children's interests to engage them in learning. Staff use effective techniques to extend learning. They ask questions to encourage children to think critically and solve problems.
- Children build secure bonds to staff and become confident learners. Staff are perceptive to those children who are less confident. They respond well and give children closer support and reassurance when needed to help them feel safe and secure.
- Children behave well throughout their time at the pre-school. They are kind to their friends and learn to share and wait for their turn. They help each other, such as when getting ready to go outdoors, and learn good manners.
- Children are enthusiastic and motivated learners. They consistently engage in interesting and stimulating opportunities, and show high levels of concentration and inquisitiveness. They develop good social skills and build secure friendships with their peers.

### It is not yet outstanding because:

- Staff do not have robust systems in place to precisely pinpoint any emerging concerns in children's development at the earliest opportunity.
- Staff do not gather highly detailed information about children's learning and achievements at home when they first start at the setting.

## What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress to more precisely evaluate children's level of progress, and use the information to help identify any emerging patterns in children's development
- gather more in-depth information on entry about children's learning at home, so that precise and highly targeted plans for their learning can be implemented at the earliest opportunity.

### 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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of other documentation, including the learning and development records of children, the pre-school's policies and procedures and risk assessments.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the areas of abuse and neglect, and know how to report their concerns swiftly. Staff are well qualified and committed to their ongoing professional development. They demonstrate their secure understanding of how children learn and develop. Staff access a wide range of training which is focused on improving children's experiences in the setting. The manager provides effective supervision and support to staff to help them continue to improve their teaching skills. She observes staff practice and gives them feedback on their interactions with children. She also shares her knowledge and experience with them to suggest how their practice can be improved further. The members of the staff team communicate well with each other throughout the day, in order to ensure children's needs are effectively met. They are well deployed to ensure children's safety and enjoyment.

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

Staff know the children well and make regular assessments of their capabilities. They plan opportunities for children which are interesting and promote their ongoing development. Staff share information with parents about children's learning and development in the pre-school. They work together with parents and suggest ways for how parents can further promote and extend children's learning at home. Children's literacy is supported well as children have many opportunities for mark making and writing. Some older children write their name independently. They identify their friends' names as they read a list to see which children are present. Younger children are keen to experiment with a range of materials, such as crayons and paint. They draw lines and circles to practise their early writing skills. Activities are consistently adapted to take account of the age range of children who attend. Older children search for, and name, numbers they find in the sand. Younger children enjoy using spades to fill pots with sand to practise their physical skills.

### Personal development, behaviour and welfare are good

Children have plentiful opportunities for exercise to support their physical well-being. They vigorously help to collect leaves in the garden using brushes and rakes, and excitedly ride around on bikes. Staff act on children's emerging interests and provide additional equipment to enhance their learning, and to keep them engaged in learning. Staff introduce cones and stop signs to help children learn about road safety. Children ride around on bikes and cross safely at the pedestrian crossing under the guidance of staff. Children become independent and are encouraged to dress themselves to go outside. They pour drinks and serve themselves with a well-balanced range of food at snack time.

### Outcomes for children are good

Children progress well in their learning and in some areas, exceed expectations for their age. Additional funding is used effectively to target areas where it is identified that some children need the most support. Resources are purchased to promote children's communication and language, both in the setting and at home. This has a positive effect on children's confidence and language skills, and helps to prepare them for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254300
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1063845
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Sutton Pre-School Committee
<b>Registered person unique reference number</b>	RP523650
<b>Date of previous inspection</b>	13 May 2013
<b>Telephone number</b>	07984 954726/ 01692 580746

Sutton Pre-School was registered in 1992. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am on Monday to Friday, with a lunch club from 11.45am until 12.15pm. On Wednesdays and Thursdays, the pre-school is open from 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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