

Blofield Pre-School Playgroup

The Margaret Harker Hall, Yarmouth Road, Blofield, Norwich, Norfolk
NR13 4LE



Inspection date	16 October 2018
Previous inspection date	25 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

The provision is good

- The new manager and newly established staff team have implemented many positive changes in a short period of time for the benefit of children and families attending. The management committee and staff are committed to the ongoing development of the pre-school.
- Staff interact well with children during their play and are alert to children's changing interests. They are caring and sensitive towards children's individual personalities.
- Children are happy and well settled, and they develop good relationships with staff and each other. Parents are complimentary about the pre-school. They say their children are eager to attend and have very strong attachments to their key person.
- Children develop key skills to help them when they move on to school. They understand the expected rules of behaviour and share and take turns with popular resources.
- Children are eager to play outdoors where they choose to spend a large amount of their time engaged in physical play.

It is not yet outstanding because:

- Occasionally, staff do not give enough consideration to how children of different ages can be fully involved when taking part in planned activities together.
- Staff's continual professional development does not focus on raising the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- support the involvement and participation of children of different ages when they take part in planned activities together
- extend the use of targeted professional development to help strengthen staff's existing knowledge and teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector met with the manager and looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to committee members, staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Gill Thornton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to the indicators that a child may be at risk of harm or neglect. They know the action to take in such circumstances. The manager ensures she keeps staff up to date with any changes to local child protection referral procedures. Robust recruitment and vetting procedures are followed to help to ensure new staff are suitable to work with children. Staff work together well to share ideas and to plan for children's progress. They work closely with other professionals and settings to help ensure a consistent approach to promoting children's learning and development. All staff have regular supervisory meetings to provide them with the opportunity to discuss their roles and responsibilities and share any concerns. The committee and manager have identified many areas for further development to continue to improve further the service provided by the pre-school.

Quality of teaching, learning and assessment is good

Staff accurately assess children's individual stage of development and they build on children's current interests to promote their enthusiasm for learning. Children arrive happy and eager to explore the activities and resources provided. They excitedly choose to play with their favourite toys and talk animatedly to each other about them. Staff help children to develop their imagination and offer suggestions to extend their ideas. Children pretend to be passengers on a train and place chairs in a line across the room. They welcome staff involvement in their play and eagerly follow their suggestion that they need train tickets. Staff encourage older children to explain their ideas. They repeat back what children say to help clarify what they mean and help them learn the correct pronunciation of new words. Staff provide parents with regular updates about what their children are learning. They provide parents with guidance and advice to help them support their children's learning at home.

Personal development, behaviour and welfare are good

Staff work with parents to promote children's understanding of the importance of having a healthy diet. Children learn to follow good hygiene routines and they are eager to serve themselves from a selection of fruit and vegetables at snack time. Staff ensure they are well deployed to supervise children as they move between the indoor and outdoor environment. They allow children to energetically demonstrate their physical skills while reminding them of safe practices. Staff help children learn to settle simple disputes by themselves and children readily follow well-established rules about sharing popular ride-on toys. Staff are responsive to children's needs and help them learn to take responsibility for their own personal care. Parents comment on how their children's confidence and social skills have developed since coming to the pre-school.

Outcomes for children are good

Children progress well from their starting points in learning. They are kind and helpful towards each other and demonstrate a good understanding of right and wrong. Children enjoy acting out familiar scenarios and older children use very expressive language to explain their ideas. Children demonstrate good physical skills for their age. They delight in riding wheeled toys in the outdoor area and manoeuvre skilfully around obstacles.

Setting details

Unique reference number	253952
Local authority	Norfolk
Inspection number	10069608
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 - 4
Total number of places	26
Number of children on roll	35
Name of registered person	Blofield Pre-School Playgroup Committee
Registered person unique reference number	RP908647
Date of previous inspection	25 November 2014
Telephone number	01603 712498

Blofield Pre-School Playgroup registered in 1972. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The pre-school opens Monday, Tuesday and Thursday, during school term times. Sessions are from 9.10am until 3.10pm. The pre-school receives funding to provide funded early education for children aged two, three and four years.

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