

Ormesby Village Pre-School



Ormesby Village Pre-School, Ormesby Village Infant School, Spruce Avenue, Ormesby, Great Yarmouth, Norfolk, NR29 3RY

Inspection date	23 March 2015
Previous inspection date	25 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a very welcoming learning environment, where children settle well and make secure relationships with staff and their friends. Consequently, children feel happy, safe and secure.
- Children who are at risk of delay in their language skills are supported well by staff to catch up on their development. For example, children take part in small group times in a quiet space, so that all their voices can be heard.
- Children's behaviour is good as staff use effective strategies to motivate further learning and effectively support them to try out new experiences. For example, staff consistently recognise individual achievements and give praise for their efforts.
- Staff use effective strategies to actively involve parents in their children's early education and seek out regular updates from parents. Consequently, children receive care that mirrors that from home and provides security and stability for them.
- The whole staff team are enthusiastic, very motivated, and consistently explore ways to improve the quality of the provision. Staff minimise potential risks to children as they are aware of their responsibilities to protect children from abuse and neglect.

It is not yet outstanding because:

- Teaching is sometimes overly directive during focused activities. Consequently, at times children are not able to fully follow their own creative ideas.
- The current supervision strategies, which are used to monitor teaching, do not yet enable staff to share ideas and develop their practice, to raise children's already good achievements to the highest level.

What the setting needs to do to improve further

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

- provide children with more freedom to be self-motivated and focused in activities and to fully express their own creative ideas and thoughts as they explore different materials and media
- build on the quality of teaching in the pre-school to a higher level, for example, by giving staff even more opportunities to observe each other's work and to discuss and share best practice.

Inspection activities

- The inspector observed activities within the three playrooms and the outside learning environment.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the provider of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and looked at information included in the setting's own parent survey.

Inspector

Andrea Price

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children become independent learners as they are able to move freely around the setting. They access a wide range of toys and resources, seeking out things that interest them. Younger children enjoy snuggling up with staff on comfortable cushions to read stories and look at books. Staff support children's thinking and speaking skills effectively. Children talk confidently with staff and each other. Staff listen and show interest in what they have to say, giving them time to put their thoughts into words. Staff foster mathematical development well, in accordance with the children's different stages of development. For example, younger children sing number rhymes and songs, while older children work in small groups to sequence, compare and recognise differences. Teaching is generally good and the right amount of challenge is set to inspire further learning. However, sometimes when children take part in focused activities, staff can be over directive towards them. For example, staff cut out shapes for children to stick, instruct them what to do next and how to present their Easter cards. This prevents them from developing their creative skills to the very optimum.

The contribution of the early years provision to the well-being of children is good

Children enter the pre-school confidently, settle extremely well and happily engage in their play. Secure relationships with staff are established, which further supports their well-being. Parents provide comprehensive information and children's different care needs are met well. Children learn to behave well, as staff support children to find solutions for themselves when minor disagreements occur. Staff generally support children well to become independent. They prepare children well emotionally, for moving on in their next stage of learning. Children regularly attend school functions, talk with teachers and meet older children during outdoor play. The highly stimulating outdoor area is used for a variety of activities throughout the year. Staff supervise children well during physical activities, which enables them to explore and manage risks successfully.

The effectiveness of the leadership and management of the early years provision is good

Staff demonstrate a good understanding of the learning and development requirements and know how to keep children safe. The provider ensures that staff regularly monitor children's learning and development, and assess their ongoing progress. Recruitment and selection practices are clear, and vetting procedures for staff and volunteers are thorough. Staff keep their knowledge updated as they attend a wide selection of training courses. The provider deploys the staff team well to encourage the more experienced staff to share expertise and promote children's learning in every area. However, the team has further capacity to reflect and improve on its already good teaching to benefit children throughout the pre-school, for example, by using peer observations and discussions. Parents are exceptionally happy with the service provided and talk keenly about the flexibility of staff and their professionalism. They explain that staff guide them well to support their children's learning at home and value their views.

Setting details

Unique reference number	EY244425
Local authority	Norfolk
Inspection number	848333
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	85
Number of children on roll	151
Name of provider	Ormesby Village Pre-School Committee
Date of previous inspection	25 February 2009
Telephone number	01493 731274

Ormesby Village Pre-school was registered in 2002. It is managed by a committee and is situated within the grounds of Ormesby Village Infant School in Great Yarmouth, Norfolk. The pre-school employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday except for Christmas Holidays, statutory bank holidays and staff training days. Pre-school sessions are from 9am until 3pm and provide funded early education for two-, three- and four-year-old children. Out-of-school care is available from 8am until 9am, and from 3pm until 6pm.

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