

Inspection of Ormesby Village Pre-School

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

Inspection date: 14 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Leaders plan a broad curriculum focusing on children's self-awareness and recognising and understanding their emotions. Staff consider children's developmental stages and interests when planning activities. There is plenty of opportunity for children to lead their play. For example, children readily access a wide range of mark-making resources. In the garden, children continue creative activities while others develop strength in their large muscles as they run and climb on the hill.

Children behave well. Older children understand the daily routines and listen well to instructions from staff. Children play cooperatively with their friends. Staff provide many opportunities for children to learn how to share and take turns. For example, they ensure that each child can share their thoughts about the feelings of a bear in a story with the rest of the group. Children show that they feel safe and secure in the environment and form strong attachments to staff, who are both affectionate and responsive.

Children with special educational needs and/or disabilities receive tailored support to help them progress in their learning. Staff understand what each child can do and what they need to learn next. They work closely with parents and other professionals to ensure that children receive the support they need. Additional funding is used well, for example, to provide children with one-to-one time with staff.

What does the early years setting do well and what does it need to do better?

- Young children are encouraged to develop independence through self-care tasks, such as wiping their hands and face after meals. For older children, staff play a countdown soundtrack to motivate them to help tidy up their toys before going outside to the garden. This allows children to take responsibility for their environment. Children enjoy helping with tasks, such as cleaning the table in preparation for lunch or washing their cups and bowls after snack time. These opportunities help prepare children for their next stage in learning.
- Children's communication and language development is well supported. Staff model clear language and repeat words back to the children. Babies benefit from effective back-and-forth interactions, which help lay firm foundations for their language and cognitive development. Activities are thoughtfully planned for older children to encourage listening skills and following instructions. For instance, they encourage children to develop an awareness of actions, such as squeezing and poking, while playing with play dough.
- There is a strong focus on books, stories and rhymes throughout the setting. Young children frequently seek out familiar adults to join them in the cosy corner

to share their favourite book. Staff use interactive story time techniques that enhance children's learning and engagement. For example, children are encouraged to join in with the movements in the book 'We're going on a bear hunt'. The staff pause at key moments to allow children to complete sentences, which helps promote a love for books and storytelling.

- The routines in the setting are generally well planned. Children have time to explore freely, choose their own play and join in structured activities. However, there are instances when some routines interrupt children's learning. For example, staff sometimes disrupt story time to attend to nappy changes. Additionally, children are occasionally left waiting at the table for extended periods before their food is served. This means some children are left waiting unnecessarily and their learning is disrupted.
- Leaders and staff are extremely proud to be a part of this setting. Staff report high levels of support from the other staff and leadership team. They feel valued as part of a strong team. The leadership team has a clear and accurate view of the quality of the provision. They actively encourage staff to complete additional training and to share their new knowledge with other staff to drive continuous improvement.
- Partnerships with parents are a particular strength of the setting. Parents share that the staff go 'the extra mile' to make their children feel safe and secure. They express that they have seen their children progress well, particularly in their confidence. Additionally, parents appreciate that the online platform allows them to be fully involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the organisation of routines to ensure that children's play and learning are not interrupted.

Setting details

Unique reference number	EY244425
Local authority	Norfolk
Inspection number	10372575
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	68
Number of children on roll	117
Name of registered person	Ormesby Village Pre-School Committee
Registered person unique reference number	RP520977
Telephone number	01493 731274
Date of previous inspection	26 April 2019

Information about this early years setting

Ormesby Village Pre-School registered in 2002. The pre-school employs 19 members of childcare staff. Of whom, 16 hold appropriate early years qualifications at level 3 or above, including one who holds qualified teacher status and three who hold an early years degree. The pre-school opens from Monday to Friday, during term time. Sessions are from 7.45am until 5pm. The pre-school provides funded education for all eligible children. Out of school care is available from 7.45am until 9am and from 3pm until 5pm. The pre-school also runs a holiday club during school holidays from 7.45am to 5pm.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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