

Inspection of Hainford and Frettenham PreSchool Learning Alliance

Frettenham County First School, 16 School Road, Frettenham, Norwich NR12 7LL

Inspection date: 23 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and extremely well-settled at this small, friendly pre-school. They separate easily from their parents and show an eagerness to explore the range of activities on offer. Children are immediately productive and busy in their own play. This is because staff plan suitable activities they know children will enjoy. Toddlers explore magnetic shapes, working out how to stack them vertically to make towers and rockets. Older children use their imagination in role play 'schools'. They pretend to be teachers and award certificates and stickers to their friends. Children have the freedom to choose resources in the creative area, which empowers them to make decisions as they draw pictures. Staff intentionally organise the pre-school to promote children's independence and a sense of belonging. Children recognise pictures of themselves and self-select a coat peg during new arrival routines.

Staff provide consistent routines and expectations. Children join in with singing welcome songs and counting their friends during good morning routines. Staff use these opportunities to reinforce positive behaviour. They talk to children about 'looking eyes' and 'quiet mouths'. Staff are patient and supportive in encouraging children to listen to each other's ideas about 'sound of the week'. Children show objects from home, announcing, 'H is for hippo'.

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

- Children's starting points and current levels of achievement are known by their key person and shared across the staff team. Regular observations help staff identify and act on any gaps in children's development. As a result, children make good progress from their starting points.
- Children benefit from close, nurturing relationships with staff. They show frequent affection to staff, snuggling up to them to share books. Key-person relationships are highly effective in building on children's well-being. Staff know children well and anticipate their needs, giving timely comfort and reassurance. Nappy changes are gentle and respectful. Staff chat to children throughout, helping them feel included and safe.
- Children have plentiful opportunities to learn about the world around them. Well-planned outdoor spaces provide children with opportunities to grow fruit and vegetables. Children learn about bees and how they make honey. Staff build on children's knowledge and capture their interest, showing them honeycombs and information videos. Children tell visitors, 'Bees have two tummies'.
- Children's communication and language are prioritised. Toddlers are enthralled by interesting books with buttons and flaps. Older children choose books together and imitate staff's language as they retell stories and ask questions. Staff make story times fun and interactive. They ask a range of questions and

encourage children to join in with repeating familiar phrases.

- Children demonstrate positive behaviour and conduct. They share toys and use good manners in their own interactions. For example, they ask, 'Can I have that after you?', during play dough activities. Staff model respectful behaviour and boundaries. When minor disputes occur, staff give gentle reminders and explain how others might feel. Staff use lots of praise to reinforce good behaviour, commenting 'good team work'.
- Children's good health is promoted. Staff serve healthy snacks and encourage children to drink from their water bottles throughout the day. Children are active when playing outside. They develop their large muscle strength as they manipulate guttering to make ramps and bridges. Toddlers kick footballs and spin hoops. Older children engage in chasing games and pretend grass is 'lava'. They jump and balance across stepping stones.
- Partnerships with parents are very strong. They say staff are nurturing and caring. Parents say they 'could not be happier'. They appreciate the regular flow of information regarding their child's development and next steps in learning.
- The manager is a competent and compassionate leader. She gives robust support and direction to staff and ensures they are well-prepared for their roles. She values staff's views and is aware of the main pressures on them. Staff form a strong team and show a commitment to the development of the pre-school.
- Staff plan a broad and stimulating curriculum for children. However, during some adult-led activities, staff do not always maintain children's engagement, which means some children lose focus and concentration.

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:

- strengthen staff's teaching skills further to help them fully capture children's interests and engagement, particularly during adult-led activities.

Setting details

Unique reference number	2669229
Local authority	Norfolk
Inspection number	10344285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Hainford Pre-School Learning Alliance Committee
Registered person unique reference number	RP517382
Telephone number	07896 202657
Date of previous inspection	Not applicable

Information about this early years setting

Hainford and Frettenham Pre-School Learning Alliance registered in 2022 and is located in Frettenham, Norfolk. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, two at level 3 and three at level 2. The pre-school is open from Monday to Friday during term time. Sessions are from 8.45am to 2.45pm. The pre-school provides funded early education for two-, three- and four- year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector had a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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