

Nelson Preschool

Nelson Infant School, Northumberland Street, NORWICH, NR2 4EH



Inspection date	17 July 2017
Previous inspection date	4 February 2015

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

- Staff provide a warm, caring environment that welcomes children and their families. They work in close partnership with parents and other professionals, to support all children in their care and learning needs.
- Staff offer a good-quality learning experience for children. They provide a stimulating and interesting environment inside and outdoors. Staff skilfully adapt their teaching skills to take account of individual children's needs. Children who have starting points below those expected for their age quickly catch up. All children make good progress in their learning.
- Children have consistent boundaries and familiar routines. They demonstrate that they feel safe and secure at the pre-school.
- Staff give the safety and well-being of children high priority. They carry out their responsibilities to safeguard children diligently.
- Children have daily opportunities for fresh air and enjoy being active in the outdoor area. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- New systems for monitoring staff performance are not yet fully embedded to support staff and drive ongoing improvements in the quality of teaching.
- The managers do not yet use assessment information to check on the progress of different groups of children in order to target teaching and monitor the impact of this.

What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice to raise the quality of teaching to the highest level
- embed monitoring practices to ensure that the learning and progress being made by different groups of children is clearly understood so all staff can target the teaching more precisely.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff get to know the children well and make accurate assessments of what they know and can do. They identify any gaps in learning and provide additional support when necessary. Managers effectively spend additional funding, such as the early years pupil premium, to help promote children's development. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and are fully aware of what to do should they have any concerns about children's welfare. Managers use self-evaluation to identify the strengths and weaknesses of the pre-school. They support staff to attend training to extend their knowledge and acquire new skills. This contributes towards effective changes in teaching practice and has a positive impact on children's learning.

Quality of teaching, learning and assessment is good

Staff carefully organise the environment so that children have opportunities to play with a wide range of toys and resources. Children choose what they would like to do next, for example, blowing and catching bubbles outside. Staff get down to the children's level and interact purposefully as children play alongside each other. They effectively support children's communication and language skills, including children who speak English as an additional language. Staff use a wide range of strategies, such as sign language, speaking clearly and modelling new vocabulary. This helps all children to make good progress. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences. They have opportunities to take part in a variety of events and celebrations, giving them a wider understanding of the world.

Personal development, behaviour and welfare are good

Children build secure emotional attachments with staff who are responsive to their needs. Staff are good role models. They are consistent in the messages they give and offer regular praise. This helps to raise children's confidence and self-esteem. Children are familiar with the daily routines, which helps to support their emotional well-being. They follow good hygiene routines and experience sociable snack times. Children demonstrate good levels of independence and select what they would like to eat and clear away their plates and cups afterwards. Staff support children to prepare emotionally for their move to school. For example, they provide opportunities for children to become familiar with the school environment and invite class teachers to visit the children at the pre-school.

Outcomes for children are good

Children develop a good foundation for future learning, such as starting school. They make friends and learn how to share and take turns. Children develop their concentration as they learn to listen to adults and respond to instructions. They develop their counting skills. Children enthusiastically join in with familiar action rhymes during group activities. They have many opportunities to develop their early writing skills. Children enjoy looking at books independently and with staff.

Setting details

Unique reference number	254187
Local authority	Norfolk
Inspection number	1090374
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	43
Number of children on roll	72
Name of registered person	Nelson Preschool Committee
Registered person unique reference number	RP910853
Date of previous inspection	4 February 2015
Telephone number	01603 615355

Nelson Pre-school registered in 1992. The pre-school employs 11 members of childcare staff and an administrator. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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