

Sporle Pre-School

Sporle V C First School, 82 The Street, Sporle, KING'S LYNN, Norfolk, PE32 2DR



Inspection date

4 June 2015

Previous inspection date

2 December 2011

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

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is consistently outstanding. Staff are enthusiastic and have high expectations of the children. Consequently, children are highly engaged in the stimulating experiences staff provide. Children make rapid progress given their starting points and capabilities.
- Staff establish first-class partnerships with parents and other professionals. They share information about individual children's specific needs and work together to promote children's learning and development. Staff maximise every opportunity to help children achieve their best potential.
- Staff establish strong attachments with the children. They are friendly, approachable and excellent role models. Consequently, children are confident, enjoy themselves and demonstrate that they feel safe and secure.
- Staff are extremely flexible and supportive, especially during times of change. Settling-in procedures when children start are flexible to meet their specific needs. Children's emotional well-being is highly prioritised. Consequently, children are emotionally ready for the move to school.
- Leadership is inspirational. Leaders fully understand their roles and responsibilities and successfully support and challenge staff to constantly seek ways to improve to ensure every child achieves at their highest level.
- Safeguarding children is integral to all aspects of practice. Staff are highly focused on ensuring all children are protected from harm. They astutely assess any risks to children and ensure the environment is safe.
- Partnerships with other professionals are exceptionally well developed to support children with special educational needs and/or disabilities. Staff adeptly develop the learning environment to meet individual children's specific needs.

What the setting needs to do to improve further

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

- continue to target professional development opportunities for all staff to enhance even further the excellent teaching and care children receive, to consistently support them to achieve their best potential.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors, and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and representatives of the committee.
- The inspector took account of the views of parents spoken to on the day and parents' written feedback.
- The inspector reviewed evidence of the suitability and qualifications of staff working with the children, and reviewed the pre-school's evidence of self-evaluation.
- The inspector looked at children's learning records, planning and assessment records, and a range of other documentation including a sample of policies and procedures.

Inspector

Gail Warnes

Inspection findings

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

Staff are well qualified and experienced. They have an excellent knowledge of how children learn and develop. They provide stimulating and challenging experiences which support children's individual stages of learning and their interests. Children investigating water are superbly supported by staff to discover sounds in the water. Staff build on what children already know to support their natural curiosity about objects that float and sink. Children develop deeper thinking, as staff ask them to speculate about what may happen. Children are deeply engaged and display excellent skills and attitudes to support their future education. Staff skilfully maximise every opportunity to develop children's communication and language skills. They name items for younger children and ask appropriate questions, giving children time to think and form their reply. Staff observe and accurately assess children's progress. Parents are fully involved in children's learning and development, as staff share information about their child's progress and how to support their continued learning at home. Parents' contributions about children's achievements at home are highly valued as this information enables staff to plan effectively to support children's continued development. Consequently, children make rapid progress.

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

Children behave very well because staff give clear messages about what is acceptable behaviour. Children demonstrate respect for each other and the environment. They are confident and friendships flourish. Staff are highly effective in supporting children's confidence at every stage in their learning. Consequently, children are becoming independent in their play, self-care, and the choices they make. This clearly addresses improvements recommended in the previous inspection. Staff are passionate about promoting healthy lifestyle choices for children. They teach children about the benefits of healthy foods and physical exercise and provide parents with information and support to ensure children are healthy.

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

Leaders have a clear understanding of the effectiveness of pre-school practice in supporting children to reach their best potential. Contributions from parents, staff, children and committee members are highly valued and support the pre-school to identify areas for improvement. The manager is sharply focused in reviewing staff practice and children's progress. She strives for continued improvement and targets training to address pre-school priorities, as well as staff interests. Staff evaluate the impact of training they receive. Given their level of expertise, they now recognise the need to widen the source of training to further develop their practice. Children's safety and well-being are central to every activity. Stringent recruitment procedures ensure only suitable staff work with the children. Parents are overwhelmingly positive about the pre-school, and the support they receive from the staff. Professional partnerships are highly effective in supporting individual children's specific needs, which ensures all children make rapid progress.

Setting details

Unique reference number	EY431631
Local authority	Norfolk
Inspection number	853231
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	Sporle Playgroup Committee
Date of previous inspection	2 December 2011
Telephone number	01760 720 866

Sporle Pre-School was re-registered in 2011. It is run by a committee and operates from the school premises. Sessions are during term time only, from 9am to 1pm on Mondays, Thursdays and Fridays, and from 9am to 3pm on Tuesdays and Wednesdays. The pre-school offers free early education to eligible two-, three- and four-year-old children. The committee employs four staff, all of whom hold appropriate early years qualifications at level 3 and above.

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