

Inspection of Sporle Pre-School

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

Inspection date:

8 November 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The provider has failed to inform Ofsted about all members of the management committee, to enable the required suitability checks to be carried out. All staff who work directly with children have the appropriate checks required and visitors are fully supervised at all times.

Children show very strong bonds with their key person. They enjoy involving the caring and enthusiastic staff in their play. Staff have a thorough understanding of children's needs and their level of development. They understand what they know and can do. Staff use this knowledge to track children's learning carefully, identify any gaps and plan activities to help these to close. Children are developing well for their ages and are gaining important skills in readiness for school.

Children show positive attitudes as they become highly engaged in free play and planned activities. They enjoy role play with toy animals at the 'vets' and engage in pretend play with dolls. They are confident to share their learning and talk about what they like to do. Children have access to a well-planned outdoor area where they enjoy playing in all weathers. Staff have high expectations for children's behaviour. They encourage them to think of others. Staff give children lots of praise, which helps to develop their self-esteem.

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

- The provider has failed to inform Ofsted about two members of the management committee, to enable full suitability checks to be carried out on these people. The committee members do not work directly with the children and their work is well supervised by the nominated person, who is also the manager.
- Staff plan an engaging environment. This helps children to be positive, confident and keen learners. Outdoors, children make marks with chalk and explore building materials as part of their topic about 'occupations'. Children develop balance and coordination through yoga, where they pose like animals.
- Staff are good teachers and clearly enjoy their roles. They speak about the high levels of support and immediate, constructive feedback they get from the manager. In turn, the manager talks about how dedicated the staff are. Parents describe the staff as 'amazing'.
- Staff help children to develop a love of reading. They enable them to return to favourite books to deepen their understanding of the text. Children have lots of fun joining in with action rhymes and counting. They enthusiastically work with a partner to 'row their boat down the stream' and excitedly scream as they pretend to see a crocodile. Children show excitement and ask to sing the songs again and again.

- Staff model vocabulary and repeat words back to younger children to demonstrate the correct pronunciation. They focus on helping children to be able to speak clearly and confidently, in readiness for school. However, some staff do not extend children's thinking skills, such as asking children further questions and giving them enough time to respond.
- Parents speak very highly of staff. They feel extremely well informed about their children's progress. Parents comment that their children have 'flourished' at the pre-school and look forward to the days they spend there. Staff work in close partnership with the local schools and other settings children attend to share information and support children's welfare.
- Children with special educational needs and/or disabilities receive high levels of guidance from skilful staff who provide calm and nurturing emotional support. Staff encourage children to communicate through pictures and actions. They help children feel settled during personal care routines by singing favourite songs that children enjoy. Children have opportunities to relax in a cosy den.
- Children develop their skills across the early years curriculum. They explore paint and glue as they design poppies for Remembrance Day. Staff teach children about different types of people and communities. They teach children positive language to help them to develop tolerance and respect. Children are kind to each other and show good levels of social development and independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to understand signs and symptoms that may indicate that a child is at risk from harm. Safeguarding policies and procedures are swiftly implemented to address any concerns. Staff understand how to recognise and report wider safeguarding issues, such as extremist views. Staff teach children how to keep themselves safe. For instance, they introduce them to the NSPCC 'PANTS' campaign. Staff share resources to help parents keep their children safe online.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with details of all members of the management committee to enable full suitability checks to be completed.	08/01/2020

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

- enhance children's thinking skills further, enabling them to extend their learning and have time to formulate their responses.

Setting details

Unique reference number	EY431631
Local authority	Norfolk
Inspection number	10113097
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	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Sporle Playgroup Committee
Registered person unique reference number	RP517375
Telephone number	01760 720 866
Date of previous inspection	4 June 2015

Information about this early years setting

Sporle Pre-School re-registered in 2011. It is run by a committee and operates from the school premises. Sessions are during term time only, Monday to Friday from 8.30am to 3pm. The pre-school offers funded early education to eligible two-, three- and four-year-old children. The committee employs six staff, including the manager. Five staff hold early years qualifications at level 3.

Information about this inspection

Inspector
Helen Hyett

Inspection activities

- The nominated individual, who is also the manager, showed the inspector around the pre-school and explained how they arrange the learning environment and organise the early years curriculum.
- The inspector spoke to all staff present and interacted with children to gain their views. She spoke to parents and viewed their written feedback.
- The inspector observed children during activities indoors and outside. She assessed the impact these have on children's learning. The inspector carried out a joint observation with the nominated individual/manager.
- The inspector held a meeting with the nominated individual/manager and reviewed a selection of documentation, including records regarding complaints and safeguarding. She viewed evidence of suitability for those working in the setting and the management committee.

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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