

Inspection of Sporle Pre-School

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

Inspection date: 1 July 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in this friendly and welcoming pre-school. They come in eagerly and thoroughly enjoy their time here. Children are very keen to join in with the lovely range of activities that are provided, indoors and outdoors. Their behaviour is exemplary. Children are exceptionally kind and considerate to each other and this is expertly encouraged by staff. Children who feel less secure are sensitively helped to be aware of, and manage, their own feelings. Children confidently show that they understand the consistent ground rules, for example the need to walk when indoors.

Children benefit from meaningful teaching across the areas of learning. They have a very good attitude to learning and keep trying when things get difficult. For example, when a stone gets stuck in the cornflour and water 'gloop', children are encouraged to think about how to release it and to persevere in their efforts. Children chat to staff as they work, talking about their ideas. Staff respond positively. For example, they encourage children not to give up and they introduce new vocabulary such as 'sticky' and 'pipette'. Children's faces light up with delight when their efforts are successful.

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

- Staff lead by example and model their high expectations of children's behaviour when talking with them. They support children's emotional development exceptionally well. Children readily cooperate with each other and thoroughly enjoy their interactions with the staff. Those who struggle to settle into the pre-school are supported effectively. Staff put individual plans in place, tailored to children's specific needs, to help them feel confident to come in.
- Children benefit from the high priority staff give to supporting their developing speech and language skills. Staff repeat back what children say so that they hear words and sentences pronounced correctly. Children enjoy songs and stories. For example, they enthusiastically act out a familiar story, and all children, even the youngest, have a part.
- Staff have a good awareness of where each child is in their learning and what they need to do to support their continuing progress. Children are motivated and enthusiastic learners. They develop the skills necessary to be ready for school. However, children are not given notice of when activities need to change. Some children are disappointed that they are not able to finish off what they are doing before moving on with the routines of the day.
- The provider liaises with all schools that children will be moving on to. She strives to ensure that children get to meet their new teacher and that the teacher understands the uniqueness of each child. Children with special educational needs and/or disabilities are supported well.

- Children thoroughly enjoy their play, both indoors and outdoors. Staff pay close attention to ensuring that children are able to access all areas of learning, whether they are playing inside or in the garden. This helps those children who learn best from being outside to be able to do so.
- Parents are extremely happy with the service provided. They state that when the pre-school had to close because of COVID-19 (coronavirus), the staff 'didn't stop caring or helping'. They provided parents with hand-delivered home-learning resources as well as posting ideas online. Parents are incredibly grateful for the support they receive and the progress their children make.
- Staff have a lovely relationship with each other and work very well as a team. Their performance is monitored and meaningful supervision meetings are put in place to support their practice and well-being. However, staff do not have many opportunities to learn from each other, especially where they demonstrate outstanding practice.
- Staff are enthusiastic about their professional development and bring what they have learned into the pre-school for the benefit of the children. For example, a member of staff completed training in children's yoga and well-being and has introduced this into the pre-school. Staff report that it has had a positive effect on promoting a calm atmosphere where children can learn.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have safeguarding at the heart of everything they do in the pre-school. They have a good understanding of their duty to protect children and are alert to indicators that children may be at risk. There is a designated safeguarding lead to take overall responsibility, but all staff complete lead practitioner training so that they all have as much information about child protection procedures as possible. The provider has effective recruitment procedures to ensure that those employed to work with the children are suitable to do so.

What does the setting need to do to improve?

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

- support children in completing self-chosen activities, giving them timely reminders of when the routines need to change
- develop the opportunities available for staff to receive support and to share good practice and learn from their colleagues.

Setting details

Unique reference number	EY431631
Local authority	Norfolk
Inspection number	10131489
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	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Sporle Playgroup Committee
Registered person unique reference number	RP517375
Telephone number	01760 720 866
Date of previous inspection	8 November 2019

Information about this early years setting

Sporle Pre-School registered in 2011. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am to 3pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

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 provider.
- The inspector and the provider completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting and a selection of policies and other records.
- The inspector chatted with the children and took account of written testimonials sent in by parents.

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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