

Inspection of Sporle Pre-School

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

Inspection date: 23 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate good emotional security. They are warmly greeted by staff and mostly come into the setting readily. Children happily go off to find their friends. Those children who do not settle quickly are sensitively supported by caring staff. Children develop independence. They manage their own personal care, relevant to their age and stage of development. Staff support children with potty training and work with parents to achieve this. Staff sit with children while they are using the potty, chatting and singing with them. Staff talk to children and promote their communication and language skills effectively. Children develop a positive attitude to learning and develop the key skills needed to be ready for the next stage in their learning.

Children behave well and happily lead their own play and learning. Children readily choose what they want to do and explore activities. Staff encourage them to participate. Children are confident, readily coming to the inspector for a chat and to share the resources they are playing with. They excitedly show the inspector how they roll cars down the chute. They use words such as 'fast' to describe the speed of the vehicles as they roll them down the chute. Those children who learn best from being outdoors are able to do so.

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

- Staff know the children well and talk confidently about where they are in their learning. They provide a curriculum that is based around children's needs and interests. However, their teaching does not always challenge children sufficiently to help them make the best possible progress of which they are capable.
- Staff ensure that the curriculum meets the needs of children with special educational needs and/or disabilities (SEND). They ensure that all children are fully included in the routines and activities of the day.
- Children enjoy stories and readily recall them. For example, a child enthusiastically tells the inspector the repeated refrains from 'The Gingerbread Man'. Children readily look at books with staff. However, staff do not make best use of the available resources to encourage children to explore reading materials and look at books independently.
- Children are becoming confident communicators. Staff engage children in conversation, ask questions to encourage them to think and actively listen to what they have to say.
- Children know what is expected of them and respond positively to the consistent rules. They build good relationships with each other and consider each other's needs and feelings. Children readily share popular resources, such as the small-world animals. They make up games and play harmoniously together.
- Children enjoy the range of physical play opportunities outdoors. They learn to

take managed risks as they climb the side of the climbing frame to reach the slide. Staff are on hand to offer support and encouragement. Children beam with delight when they manage to climb without help. They are learning to use wheeled toys independently.

- Parents who contributed their views at the inspection state that they are happy with the service provided. They report good levels of communication that keep them informed about their children's day and learning. Parents feel confident to talk to staff about any concerns they may have. They continue to feel involved in their children's learning and describe staff as 'caring, friendly and approachable'.
- Staff work well together as part of a friendly and cohesive team. They report that they feel happy in their work. There is a regular programme of supervision to support staff's well-being and they can seek out management at any time for an informal discussion. All staff are encouraged in their professional development.
- The management team understands their roles and responsibilities. The setting is led and managed well. The management team has effective systems for evaluating the provision. These contribute positively to the drive for improvement in all areas.
- Staff have built good links with the host school. This partnership working helps to form a secure basis for children moving into the Reception class. Children are fully supported as they prepare for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to protect the welfare of children. They are aware of the indicators of abuse and know how to report concerns. Staff understand how to identify and support children or families who may be at risk of harm from extreme behaviours and views. There is an effective whistle-blowing procedure to ensure that staff are confident about what to do if they were concerned about the actions of a colleague. There are effective recruitment and selection procedures in place to help ensure that those working with 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:

- develop staff teaching skills to enable them to consistently provide the highest quality of teaching that builds on what children already know and can do
- build on the opportunities children have to independently develop their interest in books and early reading.

Setting details

Unique reference number	EY431631
Local authority	Norfolk
Inspection number	10283685
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	26
Number of children on roll	37
Name of registered person	Sporle Playgroup Committee
Registered person unique reference number	RP517375
Telephone number	01760 720 866
Date of previous inspection	1 July 2021

Information about this early years setting

Sporle Pre-School registered in 2011. The pre-school employs eight members of childcare staff. Of these, seven 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 pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector and the manager 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 manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Children spoke to, and played with, the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector. The inspector also took account of a written testimonial.

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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