

School Lane Pre-School

The Diamond Centre, School Lane, Sprowston, NORWICH NR7 8TR



Inspection date	18 September 2018
Previous inspection date	9 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not use their observations or knowledge of the children to plan highly targeted learning opportunities to help them to progress quickly.
- The quality of teaching is variable. The supervisor monitors staff performance but does not accurately identify weaker aspects of staff's practice. She does not provide targeted support to staff to help them to improve the quality of their teaching.
- The supervisor does not use accurate and up-to-date information to reflect on children's overall progress, including that of groups of children. She does not accurately evaluate the impact that teaching and the provision have on children's learning and development.

It has the following strengths

- Children access a suitable range of opportunities to support their physical development. Staff supervise children well. They are watchful when children access large play equipment. They encourage children to take turns to access the equipment. Children listen and respond to staff's instructions to keep themselves and others safe.
- Children build secure attachments to staff. They seek out staff for help and reassurance when needed. Staff respond positively to children. They are kind and show that they respect children's wishes and feelings.
- Staff offer an inclusive provision. They ensure that all children can access all aspects of the provision. They adapt activities to enable all children to participate.

What the setting needs to do to improve further

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

	Due date
plan precisely to promote children's continued learning and focus on what they need to learn next to ensure they are consistently challenged and progress quickly in all areas of learning	18/12/2018
improve staff performance and focus on helping staff to enhance the quality of their interactions with children to help secure their progress	18/12/2018
accurately monitor the progress all children make, including that of groups of children, to ensure that the learning environment and teaching is precisely targeted to their needs.	18/12/2018

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 supervisor.
- The inspector held a meeting with the pre-school supervisor and a member of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management requires improvement

The supervisor does not critically evaluate staff performance or recognise where staff do not sufficiently challenge children during activities. The supervisor supports staff to access training. However, this does not always focus on raising the quality of teaching. The supervisor reflects on the progress children make. However, the information that she receives from staff about children's progress does not reflect their current levels of development. The supervisor's evaluation of provision does not secure targeted improvements that reflect children's needs or highlight variations in the progress groups of children make. Safeguarding is effective. Staff demonstrate a secure understanding of how to identify and respond to any concerns about children's welfare. The supervisor is knowledgeable and experienced in dealing with safeguarding concerns. She has secure procedures in place to ensure she deals with concerns quickly.

Quality of teaching, learning and assessment requires improvement

Despite some staff being well qualified and knowledgeable about children's development, they do not consistently demonstrate good-quality teaching. They engage children in play but do not sufficiently extend children's learning. Some staff do not plan targeted next steps for children, so that they are consistently challenged. However, some staff are skilful. They engage small groups of children in targeted learning opportunities. Children concentrate and show determination to complete puzzles. Staff encourage and guide them to complete what they set out to do. Children who have special educational needs (SEN) and/or disabilities benefit from close and targeted support. Staff support children who speak English as an additional language. They provide children with opportunities to hear their home language. Staff help them to build their vocabulary in English. Parents comment positively about the communication they have with staff.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's planning and teaching mean that some children are not sufficiently inspired to access a wide range of learning and development opportunities. Sometimes, they prefer to play with what they know. However, children are independent and enjoy doing small tasks. They develop a sense of responsibility and help to tidy away toys. Children are encouraged to eat healthily and develop good hygiene habits. Staff are good role models for children. They consistently implement the setting's rules and boundaries. Children learn from staff. They share resources and are kind to their friends. Children quickly become confident and develop good self-esteem.

Outcomes for children require improvement

Inconsistencies in teaching and planning contribute to children's variable rates of progress. Some children do not experience sufficient levels of challenge. They disengage from activities and sometimes lack motivation to learn. Some children do not acquire skills to help them to become eager learners in the future. However, those children who have SEN and/or disabilities do make good progress and staff prepare them well for the next stage in their learning. They show determination and become confident to 'have a go' at small tasks. They build secure relationships with their peers.

Setting details

Unique reference number	254259
Local authority	Norfolk
Inspection number	10064954
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	48
Number of children on roll	41
Name of registered person	Sprowston Lane Nursery School Committee
Registered person unique reference number	RP519098
Date of previous inspection	9 July 2015
Telephone number	01603 416181

School Lane Pre-School registered in 1994. The pre-school employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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