

Coltishall & Horstead Preschool



Coltishall Village Hall And Recreation Ground, 41 Rectory Road, Norwich
NR12 7HL

Inspection date	16 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The trustees and senior staff work well together to provide very good leadership. Together, they have implemented effective policies and procedures which underpin the effective management and everyday running of the pre-school.
- Teaching is consistently good and at times it is outstanding. For example, children show high levels of motivation and engagement in their learning during a trip to the local allotment. They dig for worms, smell herbs and collect eggs from the chickens. They have lots of fun as they select tools and use toy diggers to collect mud.
- Parents speak very positively about the quality of care and teaching. They praise the friendly and welcoming staff, and comment on the good levels of progress their children make at the pre-school.
- Children show they are very happy at the pre-school. Staff show a genuine love of their roles as they engage in play with the children. Children respond very well and regularly invite staff to play and share in their ideas.
- The manager accurately evaluates the quality of teaching. She meets with staff to discuss their performance and encourage them to gain new skills. Staff say their ideas for improvement are valued and listened to. Together, staff consider ways to continue to improve the pre-school and outcomes for children.
- Children make good progress in their learning. They quickly learn to become confident communicators. Children spontaneously use numbers in their play and are curious about the world around them.

It is not yet outstanding because:

- At times, staff do not fully extend children's thinking skills and understanding to the highest level.

What the setting needs to do to improve further

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

- extend the already good support for staff further to help them to enhance children's learning consistently to the highest level.

Inspection activities

- The inspector observed children interacting with staff and accompanied them on a trip to the local allotment. She assessed the impact that activities have on children's learning.
- The inspector carried out a joint observation with the manager and discussed the effectiveness of self-evaluation.
- The inspector held discussions with the nominated person, manager and all staff present, at appropriate times.
- The inspector spoke to parents to obtain their views. She interacted with children and discussed their play and learning with them.
- The inspector looked at a range of documentation, such as children's records, evidence of the suitability of staff and trustees, and the safeguarding policy and procedures.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Staff are well qualified and are encouraged to gain higher qualifications. They use the knowledge they gain from their studies very well. For instance, after research into the benefits of children going barefoot and the affect this has on their sensory development, they encourage children to be 'barefoot explorers' at pre-school. They explain the benefits of this to parents. Parents are well involved in pre-school improvements. For example, the deputy manager seeks their views on the outdoor area and uses these to create plans for a 'sensory path' to extend children's learning outdoors. Safeguarding is effective. There are robust procedures for staff recruitment and the manager regularly checks staff suitability. Staff have developed effective systems to monitor children's progress. They regularly check the development of individual and groups of children, and use this information to help close gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff observe children at play and carefully identify specific and well-focused next steps in their learning. This helps all children to make good progress. Children have interesting opportunities to explore. For example, they make discoveries as they use a 'light box' to explore colour and enjoy finding out what happens when colours are mixed together. Children engage in imaginative play. For instance, they have fun creating a pretend campfire in the outdoor area, where they collect sticks and pretend to toast marshmallows. Staff help children learn to count and explore numbers in their play. Together, they work out 'one more'. Staff give parents a good range of simple yet effective ways to support their children to continue their learning at home.

Personal development, behaviour and welfare are good

Children behave very well at the pre-school and are considerate of their friends. They listen to the rules carefully as they walk sensibly with staff to visit the local allotment. Staff teach children to look carefully for traffic before they cross the road. Children show good levels of emotional well-being. They have secure bonds with staff and laugh together as they play. Children have a wide range of opportunities for physical play and exercise. They climb and slide on the indoor climbing frame and construct with large poles outside. Children benefit from an exciting curriculum which offers them many opportunities to find out about the world. They have regular trips in the local village, and also to a cathedral and nearby farm park. Staff work well with other professionals, such as seeking early support for children's language development, where required.

Outcomes for children are good

All children show very good levels of engagement in their learning. They eagerly stroke and hold the pre-school chickens, using new words to describe what they feel like. Children share their discoveries and talk about their preferences. For instance, they smell mint and thyme leaves, and talk about which they like the best. Younger children choose their own activities and show good levels of confidence for their ages. Older children are learning many skills to prepare them for school. They talk about rhyming words, compare sizes and join in confidently with songs and counting.

Setting details

Unique reference number	EY501142
Local authority	Norfolk
Inspection number	10076917
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	21
Name of registered person	Coltishall & Horstead Preschool
Registered person unique reference number	RP910117
Date of previous inspection	Not applicable
Telephone number	07539928124

Coltishall & Horstead Preschool registered in 2016 and is run by a charitable incorporated organisation. It is located in Norwich. The pre-school employs three permanent members of staff who hold qualifications from level 4 to level 6, including the manager who holds early years professional status. It also employs bank members of staff who are qualified at levels 2 or 3. The pre-school opens Monday to Friday from 9am to 3pm. It provides funded early education for two-, three- and four-year-old children.

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