Inspection of Coltishall & Horstead Preschool

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

Inspection date:	23 October 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are very busy and happy at this lovely community pre-school. Staff build strong bonds with the children and their families. They provide effective support when children find it more difficult to settle, such as creating bespoke timelines and ensuring that favourite activities are available. Staff provide a very well laid-out environment, where children freely access resources, make choices in their learning and become deeply involved in their personal explorations. The familiarity of the environment and simple routines, along with strong relationships with key persons and other staff, helps develop children's confidence to explore and learn.

Children benefit from regular trips to the pre-school allotment, where they experience the joy of growing and nature. Staff use these opportunities to teach children important life skills, such as road safety and listening to and following instructions. They also learn how to be gentle and caring as they tend to the chickens and carefully collect eggs. Staff consistently model kind and considerate behaviours and children learn to play together harmoniously. When children need additional support to thrive, staff work closely with parents, carers and other professionals. They plan and deliver a curriculum that ensures all children make progress in their learning and development.

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

- Leaders and managers have introduced a curriculum that is designed to fully involve children in their learning. They have accessed expert training to enable them to develop the necessary skills to deliver the intended curriculum. Staff see children as unique individuals and make regular assessments of children's progress, which they regularly share with parent and carers. They strive to build on, and extend children's individual skills, knowledge and understanding. All staff are ambitious for children to become independent, confident and curious learners. Staff work together well and indicate that they are happy and well supported.
- Leaders and managers regularly evaluate the effectiveness of the curriculum. For instance, they have recently increased the focus on mathematical opportunities. This has resulted in children being exposed to a wealth of mathematical experiences and language. Children practise their counting as they vote for their favourite book. Staff teach them to recognise numbers and respect the rule of law as they read the book that received the most votes. Children hear and use mathematical language often. For example, they think about worms being 'under' the ground and and consider which is the 'medium' sized object.
- Leaders and managers focus well on supporting children's speaking and listening skills. They purposefully introduce children to new vocabulary, such as a pumpkin growing in a 'particular' way. Children learn early letter sounds as they

practise making the sounds at the beginning of their names. They begin to recognise their name from others as they select to self-register at the allotment. They are learning important skills that prepare them for later reading and writing.

- Children develop confidence in their physical skills. They skilfully manoeuvre wheelbarrows around the allotment beds, develop an effective pencil grip as they draw, and confidently handle tools as they dig for worms. When they meet an obstacle, they remain calm and work together to find a solution, supported by staff who teach them to believe in themselves. Children develop high levels of self-confidence and resilience.
- Children develop a love of books and stories. Staff skilfully read to children, encouraging them to observe and predict what will happen. They teach emotional intelligence as they help children consider and name the emotions that characters are feeling. Children apply these skills as they play, such as when they notice a bird on its own in the tree and worry about it 'missing its mummy' like the birds in the book.
- Although leaders and managers evaluate the provision and provide supervision and training for staff, they are less successful in identifying and providing staff with the precise support necessary to raise the quality of teaching even further. This means that children do not further benefit from the ambitious curriculum intentions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff skills further to improve the already good level of teaching so that children further benefit from the desired curriculum intentions.

Setting details

Unique reference number	EY501142
Local authority	Norfolk
Inspection number	10355098
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	26
Name of registered person	Coltishall & Horstead Preschool
Registered person unique reference number	RP910117
Telephone number	07539928124
Date of previous inspection	16 November 2018

Information about this early years setting

Coltishall & Horstead Preschool registered in 2016 and is run by a charitable incorporated organisation. The pre-school employs seven members of staff, all with relevant qualifications at level 3 or above. The pre-school opens Monday to Friday from 8.35am to 3pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Terrie Simpson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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