Inspection of Scarning Pre-School

Dereham Road, Dereham NR19 2PW

Inspection date:	30 April 2025

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

The friendly management team and staff welcome children as they excitedly enter the pre-school. A secure drop-off routine ensures information from parents is consistently exchanged, regardless of the time children arrive. This helps ensure that children's individual daily needs are met. Staff provide support such as one-to-one teaching and small interactive group sessions to ensure all children, including those with special educational needs and/or disabilities (SEND), make good progress in all areas of their learning and development. Parents are actively involved in the pre-school, and children benefit as parents contribute their own experiences and professions during sessions with the children.

Children love the continuous choice to access outdoor play and learning experiences. Outdoors, children confidently choose to explore tunnels, slides and use the ride-on toys, willingly taking turns to use their particular favourite with their peers. Children enjoy developing their problem-solving skills while playing with the wooden water pump station. The repetitive actions they use, develop their physical skills such as lifting, pushing, pulling and pouring. Children practise their pouring skills as they water flowers with the watering cans. Staff have built an excellent relationship with the teachers at the school on-site. This strongly supports transitions to school and ensures continuity in children's learning and care.

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

- The offer of a home visit and meticulous ongoing assessment processes that are in place, means those children who need extra support are swiftly identified. The management team has created a dedicated SEND team to provide expertise and support to children, parents and the rest of the staff team. Professionals who visit the nursery, such as speech and language therapists, work collaboratively with staff, to ensure children with SEND achieve their best possible outcomes and make a seamless transition to their next stage of education.
- Staff provide a safe environment where all areas and activities, such as the trampoline in the garden, are sufficiently risk assessed. Staff are vigilant to potential risks posed to children. For instance, when children run indoors, they are asked to stop. However, staff do not always effectively support children's awareness of the importance of following safety rules, so they can learn to minimise potential risks for themselves.
- Overall, teaching is good quality. Staff understand the curriculum and provide fun and engaging real-life learning opportunities, such as chick hatching, and growing their own fruit and vegetables. These experiences ignite curiosity and wonder. During a purposefully planned activity, children develop their imagination as they playfully fill plastic eggs with toy chicks and pretend they are hatching. Staff ask them questions about what happens to the eggs during the

incubation and hatching process, which enhances and embeds their previous learning.

- Parent partnership is highly prioritised. Parents are very complimentary about the support they and their children receive, including the daily face-to-face and online communication that they say is first class.
- Staff demonstrate good knowledge of what they would like children to learn during focused learning experiences. However, at times staff do not consistently adjust their teaching during planned activities to sufficiently meet the specific learning needs of all children, and ensure they maintain engagement and enthusiasm.
- Staff encourage children to be independent. Older children know to wash their hands before eating and children practise pouring their own drinks at mealtimes. Staff meaningfully praise toddlers for wiping their own noses and putting their tissues in the bin. Staff gently remind them to wash their hands afterwards. This means children are becoming increasingly independent in carrying out good personal hygiene routines.
- Across the nursery, children are becoming highly confident and capable communicators, using language in a variety of ways to express themselves. Staff use visual prompts to help all children make choices and communicate their needs and wishes. Children benefit from weekly music sessions where they sing along to music and play instruments.
- Staff report excellent well-being. The supportive management team provides endless opportunities for staff training and support. As a result, this training is making a positive difference to the progress children make.

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:

- provide consistent support for children to broaden their understanding of how to assess and manage risks for themselves
- support staff to consistently plan and implement activities with a sharp focus on children's next steps in learning to increase their engagement and to help them make even better progress.

Setting details

Unique reference number	EY500248
Local authority	Norfolk
Inspection number	10380539
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 11
Total number of places	40
Number of children on roll	185
Name of registered person	Scarning Pre School CIO
Registered person unique reference number	RP535397
Telephone number	01362 699360
Date of previous inspection	13 June 2019

Information about this early years setting

Scarning Pre-School registered in 2016. The pre-school employs 19 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 3, including one who holds qualified teacher status. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9am until 3pm. An out-of-school club is also available for children from the on-site school. This runs daily from 7.30am until 8.50am, and from 3.15pm until 5.15pm. The pre-school provides funded early education for eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The management team and the inspector completed a tour of the pre-school, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the management team showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the management team and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the pre-school and a selection of other records.

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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