

Risby Pre-School and Childcare Services

Alymer Close, Risby, Bury St Edmunds, Suffolk, IP28 6RT



Inspection date

23 March 2015

Previous inspection date

25 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The development of children's communication and language, including those with special educational needs and/or disabilities, is good. Staff use sign language most of the time and children copy this during small group activities and singing sessions. As a result, staff encourage children's speech and language development.
- Children's personal, social and emotional development is warmly promoted. Strong settling-in procedures and regular discussions with parents mean that staff and parents work together to support children's self-esteem and confidence. Children benefit from this consistent approach and are supported in acquiring the skills they need for school.
- Teaching is effective with well-qualified staff making good use of observations and assessments to plan activities that incorporate children's interests.
- Children's safety and overall well-being are promoted. Management use effective recruitment, induction and performance management systems to support staff in improving their knowledge, understanding and practice. Effective monitoring and evaluation enable staff to reflect on their continually improving setting, where children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not always challenge more able children because, on occasions, they provide pre-cut materials and worksheets for them to use.
- Partnerships with some providers of the Early Years Foundation Stage, where children attend, are not consistently promoted.

What the setting needs to do to improve further

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

- enhance opportunities for challenging the more able children, for example, by encouraging them to do more for themselves during art and craft activities and at small group times
- extend the partnerships with other providers to include the sharing of information with settings children attend outside of the local area.

Inspection activities

- The inspector observed children's play, both inside and outside, along with mealtimes. She talked with the pre-school management team, chairperson, staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including some of the pre-school policies and procedures.
- The inspector carried out a joint observation with the pre-school leader as children took part in a small group activity with staff.
- The inspector discussed how the pre-school staff monitor and evaluate their setting and viewed a range of self-evaluation documents. The inspector took account of the views of some parents spoken to on the day of inspection.

Inspector

Jo Rowley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and include children's likes and interests into weekly plans. They regularly observe children and incorporate their next steps in learning into future plans. As a result, children make good progress. Staff listen carefully to children and give them sufficient time to think and respond appropriately. For example, as children learn about life cycles, they watch chicks hatch from eggs over a period of time. Children confidently explain to others about the difference in the colour of the male and female chicks. They discuss their claws and beaks and demonstrate the good understanding they have about the chicks, and how they develop. Staff skilfully extend children's learning as they carefully touch the chicks and use the opportunity to talk about the importance of their own safety around animals. However, during some adult-led activities, staff do not always ensure that more able children are suitably challenged. Activities become too easy for some children and, therefore, their learning is not consistently extended.

The contribution of the early years provision to the well-being of children is good

Children's physical development is promoted through good use of the stimulating outside area. Children make free choices about playing inside or outside and use a wide range of resources that promote their learning across all areas. Children are confident, motivated to learn and engage in activities that interest them. For example, some children enjoy learning about creatures and mini-beasts as they lift wooden logs in search of worms in the outside area. Their imaginations are promoted inside as they pretend to be vets in the role-play area, making appointments and caring for their pets. They learn about healthy lifestyles and know why they must wash their hands to remove the germs. They eat a healthy, balanced diet of freshly prepared snacks, and staff use snack time well to promote their mathematical development. For example, as some children choose their crackers they work out how many they have left and how many are still required for each of the children at their table. Consequently, staff use spontaneous opportunities to enhance children's learning. Children's behaviour is managed well and staff are consistent in their approach, using discussion and distraction techniques where possible.

The effectiveness of the leadership and management of the early years provision is good

Staff promote children's safety. They have a good understanding of the pre-school safeguarding policy and know what to do if they have concerns about a child in their care. Effective supervision and appraisal systems work well and staff are very much supported in developing their own knowledge and understanding. All staff have a childcare qualification and continually seek to improve through meetings and courses. Partnerships with parents are good and parents are encouraged to extend their children's learning at home. However, partnerships with other providers, where children attend settings outside of the local area, are not as effective. As a result, communication and information sharing is not promoted to the very optimum.

Setting details

Unique reference number	251614
Local authority	Suffolk
Inspection number	866556
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	22
Number of children on roll	104
Name of provider	Risby Pre-School Committee
Date of previous inspection	25 November 2010
Telephone number	01284 810794

Risby Pre-School and Childcare Services was registered in 1994. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. One member of staff holds Early Years Professional status. The pre-school provision opens Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm and from 12.15pm to 3.15pm, with an optional lunch club offered from 12.15pm until 1.15pm daily. Additionally, the setting also offers a before and after school wrap-around service, from 8am to 9.15am and from 3.15pm until 6pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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