

Somerleyton Preschool

Somerleyton Village Hall, The Street, Somerleyton, Lowestoft, Suffolk, NR32 5QB



Inspection date

18 March 2015

Previous inspection date

4 February 2009

| 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 setting plans a range of activities linked to children's interests and abilities. The environment is exciting and stimulating for all children. Staff join children in their play and ask skilful questions to build on what children already know. This means that children make good progress in their learning.
- Children appear happy and engaged in their play. They benefit from secure relationships with their individual key person. Settling-in sessions and transitions on to school are well established to ensure children's emotional well-being is secure. Children demonstrate that they feel safe and secure in the setting.
- Staff have a clear understanding of the safeguarding policies and procedures. Staff members are aware of the procedures to take in the event of a concern about a child or an allegation being made.
- Leadership and management are strong. The manager works with the children, alongside staff, to model good teaching practice. In addition, the management supports staff to complete further qualifications in order to improve the quality of care and education they are providing.

It is not yet outstanding because:

- The setting does not consistently establish children's prior skills, knowledge and understanding when they start at the setting because they do not always seek detailed information from parents.
- There are fewer opportunities for children to explore simple technology on a daily basis, in order to develop a secure understanding of information and communication technology.

What the setting needs to do to improve further

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

- increase the information gathered from parents when children first attend the setting, in order to establish more precisely, their prior skills, knowledge and understanding
- support children's developing awareness of the world, with regard to consistently providing children with opportunities to use information and communication technology.

Inspection activities

- The inspector observed activities in the main play room and the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the setting.
- The inspector carried out a joint observation with the deputy leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Kerr Cobbett

Inspection findings

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

The management complete comprehensive planning based on staff's knowledge of individual children's interests and stage of development. Staff use their assessments of children's development in order to plan purposeful learning opportunities through play. For example, one child creates a 'ball' using the play dough and the member of staff uses her knowledge of the child to extend the learning opportunity. She asks if the ball bounces and supports the child to use problem-solving skills. Children are independent. They learn to attend to their personal needs, such as during snack time, where they pour their own drinks and wash their hands. Staff ensure children are well prepared for school. They use a group time to encourage communication, language and mathematical development. The setting's toy monkey called 'Malcolm' welcomes children to the group time and helps new children to feel confident. There are fewer opportunities for children to explore information technology as freely as the other areas of learning. Therefore, they do not consistently develop a secure understanding of information and communication technology.

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

The key persons gather relevant information from the parents before children start at the setting within the registration forms and through discussions. This helps to ensure that the children's care routines are put in place immediately, such as supporting a consistent approach to toilet training. However, the setting does not consistently establish children's prior skills, knowledge and learning so that they can provide immediate support for children to make the best possible progress. Snacks provided are well balanced and nutritious. Children are encouraged to bring in a snack to share with their peers, to develop their knowledge of healthy eating. The staff discuss healthy choices with the children as they enjoy their group snack. In addition, the setting shares healthy-eating guidance with parents, through discussions, as part of the settling-in procedures. Staff are aware of children's individual dietary requirements and ensure these are met. Children enjoy regular exercise outdoors and take part in a range of activities and resources which enables them to explore and investigate. Children enjoy exploring the digging area with a range of tools which spark their imagination.

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

The staff are secure in their knowledge of safeguarding procedures. This supports children's welfare. The management carry out regular risk assessments both indoors and outdoors to identify and address potential hazards to children. The provider ensures that all staff are suitable to work with children. Robust recruitment procedures are in line with the local authority guidance. The management has an improvement plan in place with clear actions that the setting aims to achieve. For example, the development of their outside space. Highly-effective partnerships with the local school, result in good communication and sharing of information to support children's ongoing progress.

Setting details

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|------------------------------------|----------------------------------|
| Unique reference number | 251633 |
| Local authority | Suffolk |
| Inspection number | 871466 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 22 |
| Number of children on roll | 14 |
| Name of provider | Somerleyton Pre School Committee |
| Date of previous inspection | 4 February 2009 |
| Telephone number | 07837903344 |

Somerleyton Preschool registered in 1980 and is managed by a voluntary committee. The setting operates each weekday morning, term-time only. Sessions are from 9.30am to 12.30pm. There are 5 members of staff, 4 of whom hold relevant qualifications at level 2 or above.

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