

Ilketshall Pre-School

Ilketshall St Lawrence School, Hoggs Lane, Beccles, Suffolk, NR34 8ND



Inspection date	26 March 2015
Previous inspection date	8 October 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 manager is very well qualified and is an excellent role model for her staff. In addition, the rest of the staff are well qualified, which results in children receiving consistently good learning experiences.
- Children display high levels of confidence and self-esteem. This is because the staff form strong emotional attachments with the children and treat them with affection and respect.
- The pre-school emotionally prepares children very well for their eventual move into school. This is because the children share their classroom with the host school reception class. Consequently, they become familiar with the Reception teacher and the school environment.
- Staff safeguard children well. They can recognise the signs and symptoms of abuse. In addition, staff know what to do if they have concerns about a child in their care.
- Children make very good progress in their literacy skills. They regularly practise writing their names. In addition, children listen intently to books and show their curiosity in the story by asking questions, such as, 'how do they know that?' As a result, children begin to learn important skills to support their readiness for school.

It is not yet outstanding because:

- Planning tends to focus on adult-led activities and this means that there are occasions when some more able children are not sufficiently engaged in purposeful play.
- Monitoring of staff's practice does not include strategies, such as peer-on-peer observations, so that children's progress is maximised and good teaching practice is shared with others.

What the setting needs to do to improve further

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

- adjust planning to provide more emphasis on exciting and imaginative child-led activities to fully meet the needs of the more able children
- develop the supervision process to include peer-on-peer observations, in order to share good practice and ensure that teaching is strengthened to an outstanding level so that children achieve to the highest level.

Inspection activities

- The inspector had a tour of the pre-school and held discussions with the provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the classroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Staff know their key children well. They plan good quality, educational whole group activities that link to children's interests and next steps. However, less consideration is given to the planning of child-led activities to fully support all children. For example, some more able children become restless when taking part in the frequent group activities and they have less time to enjoy the exciting and imaginative resources that are available. Staff meet the needs of children with special educational needs and/or disabilities well and they make good progress. This is because staff liaise with other professionals to set next steps in learning. Children use the interactive whiteboard effectively to play a number game. They count the sausages and press the corresponding numeral. This develops their mathematical abilities along with technology skills. Staff engage parents well in their children's learning and development. The pre-school use a computer system to share observations, next steps and ideas to support learning at home. As a result, there is continuity of learning between pre-school and home.

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

Children behave well. Staff use positive reinforcement so that children begin to understand what is expected of them, such as, 'share please'. Most pre-school children move on to the host school. For those children who do not, the manager makes contact with the Reception teachers to share important learning and development observations. In addition, the key person prepares a transition summary. Children play outdoors every day. They run around searching for the hidden Easter bunnies. This supports an understanding of a healthy lifestyle and encourages physical development. Children develop their independence skills well when they pour their own drinks at snack time. The classroom and outdoors are filled with accessible resources that motivate and interest children.

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

The provider and the manager have a good understanding of the safety and welfare requirements of the Early Years Foundation Stage. The dedicated committee and small staff team work well together. The provider ensures that the service provided is reviewed and improved. The manager successfully monitors the educational programme to ensure that children make progress. The recruitment of staff is robust. The provider completes all suitability checks to ensure that staff working with the children are suitable to do so. Staff seek a wide range of training and this improves their knowledge and ability to ensure all children thrive. A system of monitoring, including staff supervisions and appraisals, aids the provider in raising standards to improve the outcomes for children. However, this monitoring does not yet include strategies, such as peer-on-peer observations, so that children's progress is maximised by staff sharing good practice. Staff share information with other providers that children also attend. This ensures children benefit from continuity in their care and learning.

Setting details

Unique reference number	EY234676
Local authority	Suffolk
Inspection number	869999
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	13
Number of children on roll	17
Name of provider	Ilketshall Pre School Committee
Date of previous inspection	8 October 2009
Telephone number	01986 781 315

Ilkeshall Pre-school was registered in 2002. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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