

Sutton St James Pre-School Playgroup

Bells Drove, Sutton St. James, SPALDING, Lincolnshire, PE12 0JG



Inspection date

23 April 2015

Previous inspection date

11 June 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

- Children make good progress in their learning and development. They are interested and keen to participate in the activities provided.
- Children enjoy caring, warm and respectful relationships with the staff. Children are confident and demonstrate they feel safe and secure.
- Staff understand the importance of supporting children's emotional well-being. They employ effective settling-in procedures when children start. Children are exceptionally well supported emotionally for the move to school.
- Leaders have a good understanding of their roles and responsibilities in all aspects of the Early Years Foundation Stage. They have good systems in place to monitor the effectiveness of the activities provided and the progress children make.
- Arrangements for safeguarding children are good. Staff fully understand their roles and responsibilities to protect children from harm.

It is not yet outstanding because:

- Occasionally, staff do not maximise everyday opportunities to extend children's learning to the highest level.
- Information about children's progress is shared well with parents, however, sharing children's specific next steps in learning, and how parents may support their learning and development at home, is not fully established.

What the setting needs to do to improve further

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

- enhance the already good teaching further, to make the most of everyday opportunities to extend children's learning and thinking to the highest level, such as developing children's curiosity and exploration through meaningful interactions
- enhance partnerships with parents further, to share children's specific next steps in learning, and ideas of how they can extend children's learning at home.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff and the children at appropriate times during the inspection, and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of suitability of adults, and a range of other documentation, including policies and procedures.

Inspector
Gail Warnes

Inspection findings

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

Staff are experienced and qualified, and understand how children learn and develop. Consequently, the quality of teaching is good. They provide stimulating and fun experiences and, as a result, children are enthusiastic learners. Children are highly engaged at the mud table, where they compare the capacity of different sized containers. They calculate how many more candles are needed for their birthday cake made out of mud, and retell events from home to staff. Children enjoy listening to stories which staff read enthusiastically. Staff promote opportunities for early writing, in both the indoor and outdoor environments. However, staff sometimes miss opportunities to support children's learning. For example, during messy play, opportunities to model language are missed. Nevertheless, children acquire good skills to support their future education. Staff make observations of children's learning experiences and regularly assess their progress. Parents share examples of children's significant achievements at home through a 'star moment' board, which is shared with all the children. However, staff do not share ideas with parents to support individual children's specific next steps in learning at home.

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

Children benefit from good relationships with the staff. Staff learn key phrases and words in different languages to support children who are learning to speak English as an additional language, to further support their start at the pre-school. Children learn about risks and how to keep themselves safe, as they explore the outside environment and use large play apparatus. Children especially enjoy games using the cars and scooters. They self-regulate time on popular items by using a sand timer to enable fair and equal turn taking. Older children enjoy regular visits to school with staff and participate in activities with teachers and school children. As a result, they are exceptionally well prepared for school emotionally, because they are extremely familiar with the school environment, routines and adults. Children are developing good independence skills, such as washing up their plates and cups at snack time.

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

The manager and the provider have established effective procedures, including staff supervision, through which they monitor children's progress and the quality of the teaching and learning. Safeguarding children underpins all activities. Recruitment and induction procedures are strong, which ensures the suitability of all adults working with the children. Staff fully understand their roles and responsibilities to protect children from harm, and the procedures to follow should they have any concerns about a child. Staff are supported to gain professional early years qualifications and to attend training, which impact positively on experiences provided for the children. Parents' views of the setting are sought in a variety of ways, such as parental questionnaires and parents evenings. The committee are keen to continue to develop the provision. They share ideas for improvement, and the subsequent actions taken, with all parents.

Setting details

Unique reference number	253629
Local authority	Lincolnshire
Inspection number	866770
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Sutton St James Pre-School Playgroup Committee
Date of previous inspection	11 June 2010
Telephone number	01945 440000

Sutton St James Pre-school Playgroup was established in 1970. It is committee run, and operates in Sutton St James. It is open every weekday during term time, from 9am to 3pm. It provides free early education to eligible three- and four-year old children. The pre-school playgroup supports children who speak English as an additional language. The committee employs five members of staff, of whom two hold professional early years qualifications at level 3, and the manager at level 5.

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