

Emmanuel Pre-School

Emmanuel Church Rooms, Rose Lane, Bungay, Suffolk, NR35 1DQ



Inspection date

25 February 2015

Previous inspection date

11 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 quality of teaching is good. Staff identify children's next steps for learning through precise and accurate assessment and plan around their interests. This means that children make good progress in their learning and development.
- Staff create a welcoming and stimulating learning environment for the children. They make effective use of the small outdoor area to complement learning indoors, enhancing children's learning opportunities further through local outings.
- Children are confident, happy and settled in the relaxed and friendly atmosphere of the pre-school. They form warm and trusting relationships with their key persons, who ensure that children's well-being and individual needs are effectively met.
- Staff make sure children are protected well from harm. They demonstrate a robust understanding of their responsibilities with regard to safeguarding children and diligently supervise the children to keep them safe.
- Parental involvement in children's learning is highly valued. It is very well promoted through detailed daily feedback, regular review meetings to discuss their children's progress and events offered by the pre-school. This means that there is a coordinated approach to meeting children's individual needs.
- The leadership and management team is strong and strives for improvement. They support staff in attending further training and implementing new ideas, such as working in small groups with their key children. This has a positive impact on children's progress.

It is not yet outstanding because:

- The staff performance management process does not yet involve staff mentoring each other in order to enhance the quality of teaching through the sharing of good practice.
- The educational programmes for the older or more capable children do not always challenge their thinking and knowledge to their fullest potential.

What the setting needs to do to improve further

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

- strengthen teaching to raise children's achievements even more, by refining the performance management of staff, for example, by encouraging peer observations, in order to identify and share the very best teaching practice among the team
- inspire and challenge older, or more able children's critical thinking and learning to the highest level, for example, by consistently using more effective questioning techniques and more planned adult-led activities.

Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager, staff and the chairperson of the pre-school committee.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and viewed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lindsey Cullum

Inspection findings

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

Teaching is good because staff get to know the children well through frequent observations as they play. Staff use children's emerging interests to plan activities, which encourage children to explore and confidently engage in new experiences. For example, modelling materials are provided so children interested in vehicles are encouraged to build their own using their creative ideas. However, staff do not consistently use ways, such as more structured adult-led activities, to challenge older or more able children and promote their learning to the highest level. Staff model the use of language well and introduce new words while joining in children's play. They read stories, capturing the children's interest through the use of puppets or creating voices for the characters. Therefore, children learn to listen carefully, concentrate and understand that print carries meaning. Children gain the skills necessary skills for school by practising early writing, counting and learning to play cooperatively with others. Parents are fully involved in their children's learning in the pre-school, and so are able to complement this at home.

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

Children settle quickly because staff provide flexible settling-in arrangements, which enable them to get to know the parents and children well from the start. Children are very comfortable with the staff and often go to their favourite person for a cuddle or reassurance. Staff respond positively, supporting children's emotional well-being. Children behave well and learn to share and take turns because staff use consistent ways to help their understanding. For example, older children talk about the rules, learning how to manage their own behaviour and understanding how to play safely. Staff encourage children to stay healthy by providing nutritional snacks. Children spend time in the fresh air, either in the small space adjoining the hall or on visits to the park offering more energetic play. They move around the pre-school independently and are encouraged to develop their self-care skills, such as washing their hands before eating. Consequently, children are learning key skills in readiness for school entry.

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

The management team has a thorough understanding of the roles and responsibilities and implements a range of policies and procedures to support the efficient operation of the pre-school. They have a programme for team staff supervision. However, this has not yet extended to peer observations, to share good practice further among the staff team. Staff are well qualified and use training and effective evaluation of the provision to make improvements. This has a positive impact on children's learning. Children's progress overall is monitored effectively and any gaps in progress are quickly identified. There are good partnerships in place with parents and other professionals. These partnerships support children well, as information about their individual needs is regularly shared, to support their ongoing progress. There is a consistent approach to all children's learning, through the effective links forged with other settings children attend.

Setting details

Unique reference number	251428
Local authority	Suffolk
Inspection number	818395
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	27
Name of provider	Emmanuel Pre-School Committee
Date of previous inspection	11 May 2011
Telephone number	07881 648815

Emmanuel Pre-School was registered in 2000 and is run by a voluntary committee. The pre-school is open Monday to Friday from 9am to 12noon, during school term time. The pre-school provides funded early education for two-, three- and four-year-old children. It employs four members of childcare staff all of whom hold appropriate early years qualifications ranging from level 2 to level 4.

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