

St Edmunds Catholic Pre-School and Sunshine Club

21 Westgate Street, Bury St. Edmunds, Suffolk, IP33 1QG



Inspection date

Previous inspection date

8 May 2015

21 March 2012

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 this friendly and welcoming pre-school. The quality of teaching is good. Staff plan an exciting range of activities that reflect children's interests and stages of development.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are supported extremely well. Staff use effective teaching methods, such as sign language and visual displays.
- Staff make very good use of the school environment to expand children's learning and help them settle quickly into school life. Children enjoy eating their lunch in the school dining room and they regularly visit the reception class before they start school.
- Staff develop strong partnerships with parents, which provide good support for parents, and enable them to continue with their children's learning at home.
- Staff provide a safe and secure play environment. They understand safeguarding policies and procedures, and the steps to follow should they have a concern about a child.

It is not yet outstanding because:

- The system for monitoring the progress of different groups of children is not yet maximised, so that this information can be used to support children to make even more rapid progress in their learning.
- Staff performance management does not include regularly planned opportunities for staff to observe each other's teaching, to help monitor and build on their already good practice.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's achievements, so that the progress of different groups of children is reviewed, such as children with additional needs and the most able children, and used to support them to make even more rapid progress in their learning and development
- build on the existing good systems for the monitoring of staff performance, for example, by considering regular peer-on-peer observations to continue to strengthen and improve on good practice.

Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the setting.
- The inspector carried out a joint observation with the manager.
- 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 self-evaluation and policies and procedures to safeguard children's welfare.

Inspector

Jacqui Oliver

Inspection findings

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

Staff work very well as a team and are committed to providing the best care and learning for all children. They effectively promote the prime areas of learning, ensuring there is a strong foundation for children's future learning. Staff share records of children's achievements with parents and they discuss activities that can be continued at home, to promote children's learning. Assessments of children's progress are precise and successfully target individual children. However, this is still developing and does not yet include groups of children, so that all children make the best possible progress. Children learn to recognise and write letters and numbers. They learn to count, measure and estimate as staff offer well-planned activities to support their mathematical development, such as weighing the ingredients for their cakes. Staff support and extend children's language and communication skills well. For example, small group discussions provide good opportunities for children to express their ideas and develop their listening skills.

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

Children and their families are welcomed into this friendly pre-school. The key-person system is very effective and as a result, children are emotionally secure and settle quickly. Staff give lots of praise and encouragement. They value children's achievements, therefore, promoting their self-esteem. Children are becoming increasingly independent as they self-register and confidently access the resources. Staff create a bright, interesting and stimulating environment, where children are eager to develop their own ideas. For example, children make treasure maps and discuss where the treasure might be hidden. Children's good health is supported as staff follow effective hygiene procedures, and provide children with healthy snacks. Children have continuous access to the outdoor area, where they can play in the sand, pedal bikes and practise their climbing and balancing skills. Staff sensitively support children's understanding of their own safety, such as how to use tools and equipment appropriately.

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

The manager provides strong leadership and is supported by a committed and enthusiastic team. Staff are well qualified and experienced, and this has a positive impact on children's learning and development. They demonstrate a good understanding of how to keep children safe. Robust policies, recruitment and induction procedures and supervision ensure that staff are suitable to work with children. There are effective systems for performance management. However, there are fewer opportunities for staff to learn directly from each other to help strengthen the quality of teaching further. The management team include the views of children, parents and staff to effectively evaluate the quality of practice. This supports ongoing improvement and development across the pre-school and out of school club. Parents spoken to on the day of the inspection are extremely happy about the service provided.

Setting details

Unique reference number	EY287923
Local authority	Suffolk
Inspection number	861295
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	26
Number of children on roll	115
Name of provider	St Edmunds Catholic Pre School And Sunshine Club Committee
Date of previous inspection	21 March 2012
Telephone number	01284 752700

St. Edmund's Catholic Pre-School and Sunshine Club originally opened in 1984 and re-registered at their current location in 2004. The setting employs 10 members of childcare staff, one holds Qualified Teacher Status and nine staff hold a relevant early years qualification at level 3 or above. The setting opens five days a week from 8am to 6pm, during school term times. Sessions include wrap-around care from 8am until 6pm, including dropping-off and collection services to local schools. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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