

# Easton Pre-school Group

Easton Pre-School, The Street, Easton, Woodbridge, Suffolk, IP13 0EF



## Inspection date

17 June 2015

## Previous inspection date

23 June 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and her staff are dedicated and caring. They honestly reflect on and evaluate their practice, both individually and as a staffing team, to ensure that they move forward and provide the best possible outcomes for children.
- Despite having to pack away at the end of every session, staff have made wonderful display boards of photographs and work. These are placed around the room to further enhance the premises and foster children's sense of belonging.
- Children are learning about feelings. They select a peg with their name on when they arrive and attach it to a box which has pictures of happy, sad, cross and sleepy faces. At the end of the session staff ask children to think how they feel before they go home and compare it to how they felt in the morning.
- Children are supported well during their move to school. Staff work closely with the local schools. Teachers visit the setting to observe children and talk to their key person who shares information about children's individual preferences and development.
- Children learn about nature. They visit the local farm and go on walks into the local countryside to play 'pooh sticks' in the stream. They eagerly watch the worms in the wormery they have made and talk about how they have layered the sand and soil.
- Parents are fully involved in their child's learning. Information is exchanged with parents on a daily basis and ideas are shared to enable parents to continue children's learning at home.

### It is not yet outstanding because:

- The system for monitoring the effectiveness of staff practice is not always carried out frequently enough.

## **What the setting needs to do to improve further**

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

- raise the overall quality of teaching to outstanding by checking on staff's practice more accurately and frequently, so that professional development plans are more focused and ambitious.

## **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation including evidence of the suitability of staff to work in the pre-school.
- The inspector spoke to parents and children and took account of their views.

## **Inspector**

Becky Johnson

## Inspection findings

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

Children make good progress in readiness for school in this welcoming and stimulating environment. They come excitedly into the setting, calling to staff and their friends as they arrive. Children develop their imaginations as they work together to build a tower, or dress as superheroes when pretending to rescue a princess. Children invite staff to join in the game, asking them to be the naughty witch. Wearing a wonderful green headdress, staff are chased around the garden by the children, amidst much fun and laughter. Planning evolves from children's interests and their individual next learning steps. Staff have recently introduced a tracking system to help them to quickly identify children's achievements or any gaps in learning. Children are learning mathematical concepts and staff incorporate these into their play. For example, they encourage children to compare the height of a tower they have built and decide if it is taller or shorter than themselves. During a planned activity children count the number of spots on a dice and find the corresponding number and picture. Staff are adept at adjusting the activity to ensure that it meets each child's individual learning needs. At snack time staff place numbers next to the dishes of food and children help themselves to the correct number of breadsticks, cheese chunks and mangetout.

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

The key-person system is effective and key persons know their children extremely well. Children form close relationships with their key person and, as a result, they are emotionally secure and happy in their play. Behaviour is good. Children understand simple rules and are able to tell others how to behave correctly. Staff support children who are unsure and encourage them to participate. Children understand about keeping themselves healthy. They help themselves to healthy drinks and snacks and spend time outdoors in the fresh air.

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

Staff are well qualified and attend training to further their knowledge. This has a positive impact on children's learning. They implement what they learn at training to further enhance children's learning experiences. For example, children now enjoy a wonderful water wall which was put in place following knowledge gained at a training course. The manager is currently introducing a system to monitor and observe staff. However, these reviews could be carried out more accurately and frequently to identify any possible areas where staff could expand on the quality of their teaching. All staff are fully aware of their role in protecting the children in their care. They are able to recognise types of abuse and can clearly say what they would do if they had a concern about a child in their care.

## Setting details

<b>Unique reference number</b>	251468
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866526
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Easton Pre-School Group Committee
<b>Date of previous inspection</b>	23 June 2010
<b>Telephone number</b>	07977005016

Easton Pre-school Group was registered in 1974. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The pre-school opens Monday, Wednesday and Friday from 9.15am to 3pm and Thursday from 9am until 11.30am. The pre-school provides funded early education for two-, three- and four-year-old children.

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