

Laxfield Pre-School Group

All Saints C of E VA Primary School, Framlingham Road, Laxfield, WOODBRIDGE, Suffolk, IP13 8HD



Inspection date	16 June 2015
Previous inspection date	13 July 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The manager and staff have a thorough understanding of how well the children are developing as a result of their regular precise assessments and careful tracking of children's progress. They consistently encourage and take account of parents' views about their children's abilities and achievements, as they skilfully identify and plan for children's next steps for learning.
- The manager and staff expertly adapt their excellent teaching and use of resources to cater for children's differing abilities and ways of learning. They ensure learning is both fun and challenging, and children readily respond to staff's enthusiasm and high expectations.
- Children are exceptionally well prepared for starting school as they develop skills to support their future learning. For example, children use percussion instruments to beat the rhythm in their name as they listen carefully to sounds.
- Children eagerly join in activities and discussions, and remain focused and purposeful. Children are confident, expressive speakers and highly skilled and resourceful in the way they explore, investigate and tackle problems.
- There are excellent relationships with parents, other agencies and the host school. These ensure thorough, collaborative approaches to identifying and meeting all children's needs, including those with special educational needs and/or disabilities or those who speak English as an additional language. Parents are also fully supported in accessing services available to families with young children.
- Staff have an excellent understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care.

What the setting needs to do to improve further

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

- increase the opportunities for children to see and use books in the environment, for example, by displaying relevant fiction and non-fiction books alongside activities, so that children can refer to them in their play to further extend their literacy skills.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Inspection findings

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

Children thoroughly enjoy learning in highly stimulating surroundings. The manager, deputy manager and staff are highly skilled, inspirational teachers who enthuse and challenge children. They draw on their excellent knowledge of the areas of learning and of children's abilities, to plan and organise rich and varied activities. The whole staff team consistently encourage children so they become very confident, do well and persevere. They skilfully promote children's attentive listening, understanding and expressive language. Children love listening to and talking about stories, and readily recognise and use letters and sounds. However, children's literacy skills could be further developed through the use of books during their play. Children show high levels of understanding and skill as they accurately use numbers for counting, comparing and problem solving during everyday situations, such as snack time. Children enjoy investigating and exploring, and develop their imagination as they use boxes to make models. Children use construction play with diggers and stones to create imaginary play. They learn to negotiate ideas in the role-play area as they discuss building a den. Children are physically confident and move, balance and climb with increasing control.

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

The development and support of children's independence in the setting is exceptional. At every opportunity, children from the very youngest to the eldest, are actively encouraged and supported to do things for themselves. As a result, children are extremely confident and proficient in their own self-care. They work together in taking responsibility for their environment, for example, they wash their own cup and plate after snack time. The children express their feelings and are supported by very skilful and empathetic staff. Children actively contribute to providing healthy snacks as they prepare fruit and vegetables for all of them to enjoy. Children wash their hands independently and remember to wear aprons for messy activities without being reminded. This ensures that children are exceptionally well-prepared emotionally for the next stage in their learning, especially school.

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

The manager and deputy manager demonstrate inspirational teaching. They give the utmost attention to how well individual children and specific groups of children are progressing in their learning. This ensures that all children rapidly progress in learning from their starting points. The manager has high expectations of the quality of experiences that children have in the setting. She has an excellent knowledge of the strengths and weaknesses of her staff team. She uses staff development opportunities to inspire and support all staff. Wider partnerships are fostered effectively to ensure children's progress and links with the local schools are excellent. Teachers meet children who will be transferring to school and receive progress data, so they know where each child is in their development and learning. This dynamic team are effective in improving

outcomes for children. As a result, all children are exceptionally prepared for their move to school.

Setting details

Unique reference number	EY418781
Local authority	Suffolk
Inspection number	850082
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Laxfield Pre-school Group Committee
Date of previous inspection	13 July 2011
Telephone number	01986798091

Laxfield Pre-School Group was registered in 1992. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four at level 3 and two at level 2. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm with a lunch club from 11.30am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities, and English as an additional language. The pre-school is on a school site.

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