

Hollesley Pre-School

School Lane, Hollesley, WOODBRIDGE, Suffolk, IP12 3RE



Inspection date

16 June 2015

Previous inspection date

29 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 are well prepared for their future learning at school. The managers and staff plan and organise rich and relevant activities, which help children to be confident, eager, imaginative and increasingly articulate learners.
- Children enjoy learning in the stimulating, well-resourced indoor and outdoor areas. In particular, they relish the rewarding opportunities to observe, investigate and talk about features of their surroundings. Children eagerly observe caterpillars turn into butterflies and carefully examine bugs, insects and other creatures they find outdoors.
- The managers and staff skilfully and sensitively help children to settle at pre-school to form positive relationships with others and become increasingly confident and independent. They successfully work with parents and schools to ensure children are socially and emotionally ready for their future move in learning.
- The management committee, managers and staff understand how to protect children from harm and consistently check that they are safe and well. The managers and staff keep up to date with safeguarding training and have a sound knowledge of the possible signs of abuse or neglect. They take prompt, appropriate action to refer any concerns about children's welfare.

It is not yet outstanding because:

- Some group discussions and activities are not always pitched at the right level to encourage younger or less-able children's involvement, or are too long so they lose interest.
- Staff do not always clearly identify those aspects of children's learning and development they want to focus on next to help them and parents plan more accurately for children's future learning.

What the setting needs to do to improve further

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

- adapt teaching and the use of resources to further develop younger or less able children's attentive listening and involvement in group activities and discussions
- enhance information sharing with parents about their child's development and staff's planning for children's needs by consistently identifying precise next steps for each child's future learning.

Inspection activities

- The inspector observed activities indoors and outside, and carried out joint observations with the nominated person.
- The inspector spoke to members of staff and children at appropriate times, and held meetings with the nominated person, managers and headteacher of the school.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed the pre-school's improvement plan.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school, and also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

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

Staff have a sound understanding of children's abilities and interests from their observations, assessments and discussions with parents. They use this information to plan enjoyable, often challenging activities and topics which reflect children's interests. Staff usually follow up children's learning priorities in activities. However, sometimes their assessments of children's future learning needs are generalised so it is unclear which skills they want to develop next. Overall, staff promote children's good progress. They motivate them so they are keen to take part and contribute. Children communicate well. They take turns in speaking, confidently express their ideas, recall events and use language for thinking. During group activities, older children discuss a wide range of subjects. Effective individual support is given to children who find it difficult to communicate, concentrate or relate to others. However, staff do not always adapt their teaching to encourage younger or less-able children's sustained involvement in larger group activities.

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

Children flourish, soon settle and develop a strong sense of belonging. The kind and reassuring staff readily acknowledge each child's characteristics and circumstances, and conscientiously meet their care, health and dietary needs. They accurately foster children's growing independence and awareness of how to be healthy during well-managed personal care routines and mealtimes. Children relish being outdoors and being active when they confidently climb and balance on different apparatus. The staff skilfully help children to be socially and emotionally ready for school. Children regularly visit the local school, where they join in activities with children in the Reception class and get to know school routines and the premises. At pre-school, children practise changing into their physical education kit, and look at photographs and uniforms from other local schools. Children are looked after in safe and secure surroundings. They are taught how to keep themselves safe during walks and when they use scissors, utensils and other equipment.

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

The management committee, managers and staff effectively monitor the quality and impact of the pre-school's provision and promptly make improvements. For example, the committee have access to information to help them improve accountability and to implement safer recruitment procedures. Further development of outdoor areas, toys and resources enhance children's learning. Children's progress and the quality of teaching are regularly monitored and any gaps in their development or the curriculum are closed quickly. Managers meet with other providers to exchange information about good practice and they work with the school's Reception class teacher to discuss children's progress and their planning. The staff are well qualified and they all complete required safeguarding, first aid and food safety training. Overall, the quality of the staff's teaching and care are good. Exemplary relationships and information sharing between the pre-school, parents and local schools ensure children's needs are understood and met.

Setting details

Unique reference number	251519
Local authority	Suffolk
Inspection number	854778
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Hollesley Playgroup Committee
Date of previous inspection	29 March 2011
Telephone number	07743 990408

Hollesley Pre-School opened in 1983. The pre-school employs four members of childcare staff. Of these, three hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are close links with three local schools.

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