

Claydon Pre-School

Thornhill Road, Claydon, IPSWICH, IP6 0DZ



Inspection date	17 June 2015
Previous inspection date	21 June 2011

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		Outstanding	1
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

- Arrangements for safeguarding children are robust. Secure systems check the suitability of staff to work with children. Management ensure staff undertake relevant training to keep their knowledge and skills up to date.
- Staff and leaders show a strong commitment to continuously improve. There is a culture of reflective practice, resulting in positive outcomes for children.
- Parents comment that they always feel welcome at the pre-school. As a result, information to support children's progress and well-being is shared effectively between parents and children's key persons.
- Children are confident, highly motivated and are developing the skills they need for their future learning, such as starting school. Staff successfully utilise different spaces within the learning environment to provide children with exciting learning experiences.
- Children who speak English as an additional language, and those who have special educational needs and/or disabilities achieve well. This is because the pre-school has developed exceptional partnerships with other agencies and together they provide well-focused support to promote the best possible outcomes for children.
- Teaching is consistently good. Qualified staff plan exciting and challenging activities that cover the seven areas of learning, based around the children's emerging interests. Consequently, children are highly engaged and motivated to learn.

It is not yet outstanding because:

- Leaders do not analyse the information they collect on children's achievements sharply enough to be sure that different groups of children are making equally rapid progress.

What the setting needs to do to improve further

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

- extend monitoring of children's progress to include analysing the progress that different groups of children make across each area of learning, to ensure that they are making the best possible progress.

Inspection activities

- The inspector sampled a range of documentation, including policies, children's learning journeys, the adults' planning, evidence of the suitability of staff and the committee members, and the pre-school's self-evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector made a tour of the premises and observed a range of activities indoors and outdoors.

Inspector

Emma Allison

Inspection findings

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

Children have access to a well resourced learning environment, and independently access a wide range of resources. Staff offer children a wide range of activities. For example, the children are invited to participate in a bug hunt in the nature garden. Children collect pens, notepads and magnifying glasses ready to record their findings. Children relish in discovering various insects and masterfully record the number of their findings on their notepads. Staff are skilled at offering support and challenge to children's learning through timely questioning, to encourage children to think creatively. Children have good opportunities to follow their own interests. For example, children delight in mixing sand and water together to create 'cement' before building their own homes. Children talk about family members who are builders. This supports children's communication and social skills. Consequently, all children make good progress. Parents are invited to contribute to their children's learning throughout the time at the pre-school. They are encouraged to carry out learning at home, with their child. This supports children's next steps to learning.

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

Partnership working is robust. Teachers from nearby schools visit the pre-school to meet the children who are ready for school. There is a robust key-person system in place. Children seek out staff to share their experiences, who offer a caring and warm approach. This supports children's emotional well-being. Children are encouraged to develop their independence throughout their time at pre-school, including preparing their own snack and pouring drinks. Safety is of paramount importance. Staff are well-trained in safeguarding practices and show an excellent understanding in following the policies and procedures of the pre-school, in order to keep children safe. Staff encourage physical movements in the outdoor area and invite children to join in during large group activities. Children move in various ways, such as hopping, running and crawling over the grassed hill. Staff support children to learn about the effects of exercise on their bodies by listening to the sound of their heartbeats. Staff are very good role models to children. During outdoor play, children use a sand timer when sharing resources and have a clear understanding of the pre-school rule. As a result, children's behaviour is excellent.

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

Leaders demonstrate a thorough understanding of the Early Years Foundation Stage. They carry out regular supervisions with staff to identify any professional development needs. Staff participate in observations of practice to ensure good quality activities are delivered to children and to reflect on their own practice. Leaders monitor children's progress and prepare written summaries to share with parents, professionals and other settings, which children attend. However, leaders do not yet analyse progress made by groups of children to swiftly identify any gaps in learning. Leaders and staff are proactive in identifying key areas of development for the pre-school, which drives improvement forward.

Setting details

Unique reference number	EY419077
Local authority	Suffolk
Inspection number	851971
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	70
Name of provider	Claydon Pre School Committee
Date of previous inspection	21 June 2011
Telephone number	01473 831 648

Claydon Pre-School was registered in 2010. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. Easter and summer holiday clubs are also run two days a week. The pre-school provides funded early education for two-, three- and four-year-old children.

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