

# Stonham Aspal Pre-School

Stonham Aspal C of E Primary School, The Street, Stonham Aspal, STOWMARKET,  
Suffolk, IP14 6AF



## Inspection date

17 June 2015

## Previous inspection date

26 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children are not fully safeguarded because of breaches to regulations. Monitoring procedures are not sufficiently thorough to ensure weaknesses are promptly identified.
- Disclosure and Barring Service checks have not been completed in a timely manner for some new staff, although they are not left in sole charge of children.
- Ofsted has not been notified of changes to the management committee. The committee does not have effective procedures to ensure new members promptly submit documentation to Ofsted to enable the regulator to complete suitability checks.

### It has the following strengths

- Children make outstanding progress in relation to their starting points and are very well prepared for starting school. The manager and staff adeptly use their precise knowledge of children's needs to plan rich, relevant activities. They skilfully interact with children, inspiring them to be highly purposeful, expressive and inventive learners.
- Children have a wonderful time, confidently exploring the exciting, extremely well-equipped surroundings. They settle well, thrive and excel in their learning, responding to the kind, attentive manager's and staff's exemplary support and encouragement.
- Exemplary relationships with parents mean children's needs are fully understood and met. The manager, staff and parents often discuss children's care, interests and abilities and plan how to follow up children's learning priorities at pre-school and at home.
- Highly professional relationships with other agencies ensure prompt, well-targeted intervention and support for vulnerable children and those with special educational needs and/or disabilities. Strong links between the pre-school and school enable children take part in regular activities at school, promoting their confident move into full-time education.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve procedures for checking the suitability of staff by ensuring they promptly obtain a Disclosure and Barring Service check
- maintain an accurate record of Disclosure and Barring Service checks to include the disclosure reference number, the date it was obtained and the details of who obtained it.

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

- expand the role of the management committee in evaluating the effectiveness of the pre-school procedures in order to support ongoing improvements to all areas of practice.

## Inspection activities

- The inspector observed activities in the indoor and outdoor play areas. She carried out a joint observation with the manager.
- The inspector spoke to members of staff, children, members of the management committee and the Reception class teacher from the school. She held meetings with the nominated person and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback.
- The inspector looked at, and discussed, the pre-school's self-evaluation form and improvement plan.
- The inspector looked at children's records, planning documentation and evidence of the suitability of the management committee and of the staff working in the pre-school. She 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 outstanding**

Children are inspired to learn by the highly skilled, enthusiastic manager and staff. They adeptly organise exciting activities which reflect children's differing abilities and learning priorities. They expertly give tailored support and implement specific strategies to help children with development delay to make the best possible progress. The manager and staff skilfully incorporate children's interests and unplanned events to enhance their learning. An unexpected opportunity to watch a cycle race prompts the staff and children to plan their own race. Children view pictures of the earlier event and then busily make flags and lists of competitors, showing their skilful early writing and knowledge of numbers. Children organise the start and finish lines and use a stop watch and an egg timer to check the race times. Children show determination, balance and control as they speedily pedal and scoot wheeled toys along the track, enthusiastically cheered on by flag-waving children and staff.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are not fully safeguarded because suitability checks are not always promptly completed for new members of the committee or staff. Other aspects of children's well-being are promoted. The manager and staff foster children's confidence, positive relationships and cooperation. They ensure children are looked after in safe and secure premises and use high-quality equipment. Children are taught how to safely use apparatus and tools and find out about other aspects of safety, for instance, during a visit to a fire station. The manager and staff are knowledgeable about signs of abuse and local safeguarding procedures. They work professionally with families and other agencies to protect vulnerable children. Children's care, health and dietary needs are understood and met. The manager and staff encourage children's active, outdoor play and foster their healthy choices of what to eat and drink. They promote children's growing independence in seeing to their personal care, dressing and hygiene.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The management committee do not understand some aspects of the Early Years Foundation Stage or consistently implement robust checking of the pre-school's effectiveness. This leads to breaches in regulation going unnoticed. Ofsted has not been notified of changes to the management committee to ensure prompt checking of new members' suitability. Disclosure and Barring Service checks are not promptly obtained or recorded for some new staff. Therefore, it is not known whether these people are suitable to be involved in the pre-school. However, the risks to children are minimised because committee members and unvetted staff are not left in sole charge of children. Other aspects of leadership and management are effective. Committee members with early years expertise contribute to robust monitoring of the quality of staff's teaching and of children's progress. The manager and staff are well qualified and regularly attend relevant training. They are very knowledgeable, highly skilled and their teaching is outstanding.

## Setting details

<b>Unique reference number</b>	EY408916
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	849967
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Stonham Aspal Pre-school
<b>Date of previous inspection</b>	26 January 2011
<b>Telephone number</b>	01449 711593

Stoneham Aspal Pre-School was registered in 2010. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 4, 3 or 2. The deputy manager has a Foundation Degree in Early Years. The pre-school also employs a cleaner. It opens from Monday to Friday during school term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities. There are close links with the school where the pre-school is located.

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