

# Nacton & Bucklesham Under Five's



The Village Hall, The Street, Nacton, Ipswich, Suffolk, IP10 0EU

## Inspection date

Previous inspection date

18 June 2015

30 November 2010

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		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		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:

- The provider has failed to notify Ofsted of changes to members of the committee and to ensure all members have completed suitability checks.
- Staff do not take account of all of the different groups of children when checking on the progress they make and how this can be improved.
- Staff do not fully encourage all parents to contribute what they know their children can do at home.

### It has the following strengths

- Teaching is good and some is outstanding. Staff use a range of strategies to promote children's learning during their play. Consequently, children make good progress in their learning.
- Children are happy and confident. Secure relationships with staff support children to develop their independence, self-esteem and social skills. This helps children to be emotionally prepared for their eventual move on to school.
- Managers and staff are committed to the continual improvement of the pre-school. They review their practice daily and strive to provide the best care and education for children.

## What the setting needs to do to improve further

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

- track the progress of a wider range of different groups of children, in order to target any specific interventions more precisely
- create further opportunities for all parents to be actively involved in their children's learning and development, for example, by asking them to share information about what their children achieve at home.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes to the management committee of the childcare provision (compulsory part of the Childcare Register).

### Inspection activities

- The inspector had a tour of the pre-school and held discussions with the managers.
- The inspector carried out a joint observation with one of the managers.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children and viewed the pre-school's self-evaluation plan.

### Inspector

Hayley Ruane

## Inspection findings

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

Staff have a good understanding of each child's stage of development and their expectations are based on accurate observations and assessments. However, staff do not encourage all parents to regularly share information about what their children achieve at home. As a result, children's interests and achievements cannot be celebrated and used to inform planning for their future learning. Children are independent as they develop their creative skills and express their own ideas as they take part in painting activities. They show excitement as they mix together different coloured paints. Staff ask older children to predict the colour the paints will change into, therefore, allowing children to problem solve. Children with special educational needs and/or disabilities and funded two-year-old children are happy and settle well. Staff have good systems in place to support children's individual learning needs and work closely with other professionals.

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

Children develop physical skills as they use large outdoor equipment, including wooden planks and crates. Children confidently balance and jump. Staff provide support for younger children and stay close by to offer help and reassurance. This enables children to take appropriate risks and understand the importance of being active. Children learn about a healthy lifestyle. They visit local farms and gain an understanding of how potatoes grow. Children grow their own fruit and vegetables in the pre-school garden. Children's behaviour is good. Staff provide clear and consistent boundaries and offer praise and encouragement for children's efforts. They allow older children to resolve conflicts for themselves. This helps to build children's self-esteem.

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

Ofsted has not been informed of changes to some committee members within the required time period. Furthermore, it was found that not all members had a current Disclosure and Barring Service check. This indicates a lack of efficiency in the leadership and management of the committee. This has minimal impact on children's well-being as recruitment is carried out by the managers, who have been checked. The unchecked committee members do not have contact with the children. All staff have a secure understanding of their roles and responsibilities to safeguard children. The managers encourage staff to further their professional development as they participate in regular team meetings and attend relevant training courses. In addition, staff are well qualified, which means they have a good understanding of the requirements of the Early Years Foundation Stage. This ensures that children make good progress. The managers supervise staff effectively and ensure that children's learning needs are met. However, they are only just starting to consider the varying learning styles of groups of children, to ensure that any gaps in development are narrowing. Partnerships with schools and other early years settings are effective in supporting children.

## Setting details

<b>Unique reference number</b>	251575
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854781
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Nacton & Bucklesham Under Five's Committee
<b>Date of previous inspection</b>	30 November 2010
<b>Telephone number</b>	01473659809

Nacton & Bucklesham Under Five's was registered in 1977. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three at level 3, one at level 6, including four with Qualified Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm on Monday, Wednesday and Friday, and from 9.15pm until 3.15pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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