

# Great Finborough & Buxhall Under 5's

Pettiward Hall, High Road, Great Finborough, Stowmarket, Suffolk, IP14 3BG



## Inspection date

3 December 2015

## Previous inspection date

18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team demonstrates a strong commitment to achieving excellence in all areas. Significant improvements have been made since the last inspection. For example, recruitment procedures have been revised to ensure that all those working with children are suitable to do so. Staff are enthusiastic and motivated.
- Partnerships with parents are friendly and trusting. Parents are encouraged to remain involved in their children's learning, both in the pre-school and at home. Parents are kept informed about what their children are doing in the pre-school.
- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play. The key-person system is effective.
- Staff observe children as they play. They use what they know about the children to plan interesting and stimulating activities that are rooted in their interests. Teaching strategies meet children's individual learning styles.
- Staff plan effectively for the outdoor environment. Children have free access to the outdoor play area, supporting those who learn best when outdoors.

### It is not yet outstanding because:

- The monitoring of children's progress does not yet identify if there are gaps between the attainment of different groups of children, in order that steps can be taken to close them.
- Staff sometimes overlook opportunities to further promote children's developing critical-thinking and problem-solving skills.

## **What the setting needs to do to improve further**

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

- implement the newly identified processes for tracking of groups of children, so that any gaps in learning can be identified and managed
- focus more closely on consistently supporting children's developing critical-thinking and problem-solving skills.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with a member of the pre-school staff.
- The inspector held a meeting with the provider and the pre-school manager.
- The inspector looked at relevant documentation, such as the action plan for improvement and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### **Inspector**

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The committee actively supports the manager and staff to keep children safe and promote a good standard of care and learning. Safeguarding is effective. All staff undertake training in child protection, to ensure that they are aware of the signs and symptoms of abuse and know how to report concerns. There are robust policies and procedures in place to ensure that staff know their roles and responsibilities. A system of supervision is established, to foster a culture of mutual support. A comprehensive action plan has been identified and implemented, that is challenging but achievable. The views of parents are sought and acted upon. For example, the sinks in the main classroom have been replaced and the temperature of the water regulated, to support children's good hygiene routines.

### Quality of teaching, learning and assessment is good

Staff understand how children learn. They know the children well and use what they know to plan for their continuing progress. Staff engage in children's play, extending activities and motivating children to be eager to play and learn. Children are supported well to develop the key skills needed for the next stage in their learning. They use mathematical language in everyday play and routine situations, such as counting the number of children present. Children develop problem-solving skills, readily counting in adult-led activities. Children play imaginatively and creatively. For example, when playing with large cardboard they pretend it is a campervan. Staff skilfully extend the play, encouraging children to talk about where they might go and what they might do. Children enjoy physical play.

### Personal development, behaviour and welfare are good

Children develop an awareness of their immediate environment and are supported to learn about people and communities beyond their immediate experiences. They behave well and respond positively to the high expectations of staff. Children are encouraged to consider the needs and feelings of others. Staff act as good role models and give meaningful praise to children's good behaviour and individual efforts. The environment is welcoming and there is an interesting and varied range of resources for children to choose from. Toys are stored well for children to select what they want to play with. This effectively supports their developing independence and confidence. Children's good health is supported well. They manage their own personal self-care needs according to their age and stage of development.

### Outcomes for children are good

Records demonstrate that individual children make good progress from their starting points. They develop skills that help them to be ready for school. They find their written name on arrival at pre-school and demonstrate a good sense of independence. Transitions to school and other settings are managed well, supporting children to develop the confidence to embrace new experiences.

## Setting details

<b>Unique reference number</b>	251497
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1018170
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Great Finborough & Buxhall Under 5's Committee
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	07708 362697

Great Finborough & Buxhall Under 5's was registered in 1982. The pre-school employs five members of staff. Of these, four hold relevant early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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