

Bramfield Stepping Stones Pre-School



Bramfield Village Hall, Bridge Street, Bramfield, Halesworth, Suffolk, IP19 9HZ

Inspection date 4 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 monitors and evaluates the setting to drive forward improvements. They have successfully addressed the actions raised at the last inspection and implemented effective changes with support from the local authority.
- Staff get to know children well through regular observations and accurate assessments of their capabilities. They regularly check children's progress to identify any emerging gaps so they can provide the appropriate support.
- Children follow good hygiene routines. They have daily opportunities for outdoor play, which helps to promote their good health and supports their physical well-being.
- Staff fully recognise the importance of working in partnership with parents and others. They keep parents well informed about what children have been doing. Parents' comments, received during the inspection, are very positive.
- Children benefit from being cared for by a friendly and caring staff team. Children are settled, happy and enjoy their time at the pre-school. Staff are skilful in following children's interests and provide a stimulating environment that promotes children's imagination. Children make friends and learn how to share and take turns.

It is not yet outstanding because:

- Staff sometimes overlook opportunities to extend children's communication skills further during self-chosen activities.
- Staff do not use every opportunity to fully promote children's early reading skills in order for them to make rapid progress in this area.

What the setting needs to do to improve further

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

- use every opportunity to enrich children's communication and language skills further
- enrich opportunities for children to further develop their early reading 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 to staff and children at appropriate times throughout the inspection and held a meeting with the pre-school manager.
- The inspector completed a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation, records of children's learning and development, planning documentation, risk assessments and a selection of policies.
- The inspector checked evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The manager is proactive and committed to improving outcomes for the children. Staff attend training courses whenever possible to extend their knowledge and acquire new skills. The manager encourages staff to reflect on their practice. She effectively monitors staff performance to improve the quality of teaching and promote good outcomes for children. The arrangements for safeguarding are effective. Staff have a clear understanding of child protection procedures and are fully aware of what to do should they have any concerns about children's welfare. Robust policies, procedures and risk assessments are implemented well, effectively promoting children's safety and welfare. Appropriate checks are undertaken to ensure all those working with children are suitable for their role.

Quality of teaching, learning and assessment is good

The well-qualified staff have a secure knowledge of how children learn. They provide a balanced range of activities to promote all areas of learning. Staff plan activities that are matched to children's individual needs. This contributes to the good progress children make. For example, children wrap cardboard-box presents and are motivated and engaged as they use scissors and tape. Staff interact purposefully during adult-led activities, providing support when necessary. They ask effective questions to challenge and develop children's thinking. Children confidently select what they would like to play with. However, staff do not always seize the opportunity to interact with children during self-chosen activities to extend their speaking skills further. Children independently select books and seek out staff to share stories with them. However, on occasions, staff do not always respond to children's interest in books, to fully promote their enjoyment and development in early reading.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm and provide clear guidance for children about acceptable behaviour. Staff praise and encourage the children appropriately throughout sessions. Children develop their confidence and self-esteem. Transitions into the pre-school are managed sensitively and in partnership with parents. Staff offer children a broad range of healthy options for snack, encouraging them to make positive food choices. Children learn about road safety rules as they walk to the fenced outdoor play area. Good links with the local school ensure children are emotionally well supported when they move on to school. For example, children who stay for lunch are able to eat their meals at the primary school. Children enjoy social mealtimes. Staff sit with the children and effectively support them to adopt good table manners.

Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as school. They find their name on arrival to self-register and put on their own boots before playing outside. Children have plentiful opportunities to practise early writing skills, and learn to listen and respond to instructions. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	EY375200
Local authority	Suffolk
Inspection number	1020552
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	15
Name of provider	Bramfield Stepping Stones Pre-school Committee
Date of previous inspection	18 June 2015
Telephone number	01986 784 586

Bramfield Stepping Stones Pre-School was registered in 2008. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school opens on Mondays, Tuesdays, Thursdays and Fridays during term time. Sessions are from 9.15am until 12.15pm and 1.15pm until 3.15pm, with a lunch club from 12.15pm until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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