

# Nacton & Bucklesham Under 5s

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



## Inspection date

4 February 2016

## Previous inspection date

18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is committed to providing high-quality learning experiences for children. They regularly review what they provide and seek the views of parents and children to help them to identify future improvements.
- The quality of teaching is consistently strong. Staff enthuse and motivate children. They ask questions and respond well to children's suggestions and ideas.
- Staff know children well. They regularly assess what children know and can do and build up an accurate understanding of their capabilities. This helps staff to plan enjoyable and challenging experiences to promote children's good progress.
- Children learn to be independent in their self-care skills. They are enthusiastic as they help prepare snack and confidently get themselves dressed for going outside.
- Children make good progress in their learning given their starting points. Children who have special educational needs are targeted with appropriate interventions to help them achieve to their full potential.

### It is not yet outstanding because:

- The pre-school's plan for future development is not yet highly focused. Whilst improvements have been carefully identified, the plan does not set out precisely how ongoing improvements will be achieved.
- Partnership working with other settings children attend is not yet highly effective in supporting learning. Staff do not consistently share information about children's experiences or assessments of what children know and can do.

## What the setting needs to do to improve further

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

- build on the pre-school's current plan for improvement to make it even more sharply focused and plan more precisely for how continued improvements will be achieved
- strengthen systems for working in partnership with other settings children attend, regularly share information about what children know and can do to complement learning across both settings.

### 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 completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the pre-school's policies and procedures and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of other documentation, including the learning and development records of children and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedure to follow if they have concerns about a child. The management team has high expectations for what children can achieve. They have worked swiftly to address the weaknesses found at the previous inspection. The pre-school works closely with other professionals to support disabled children and those with special educational needs. They share information about children's needs and adopt strategies to enable a consistent approach to supporting children's learning. The management team has developed a comprehensive set of policies and procedures. These are implemented effectively and underpin their good practice. Policies are reviewed regularly and shared with parents. The management team values and encourages staff's ongoing professional development. Staff are well qualified and supported to continually improve their skills and knowledge.

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

Children choose from a range of stimulating and interesting experiences, indoors and out, in all areas of learning. Staff are enthusiastic and actively encourage children in their learning. They plan interesting and exciting opportunities which are adapted to accommodate children's varying needs. Children enthusiastically become scientists as they carry out experiments with coloured water. Staff skilfully extend on children's ideas and suggestions as they compare size and shape. They introduce new vocabulary for children to copy, such as experiment and investigate. Children explore with their senses and confidently describe what they can feel and smell. Partnerships with parents are strong as staff share regular information with them about what children know and can do. Parents input ideas into what the setting can provide to promote children's learning. Parents value this sharing of information and are complimentary of the pre-school.

### Personal development, behaviour and welfare are good

Children form positive relationships with each other. They learn to take turns, negotiate and share resources. They behave well as they learn to respect and value others. Children develop secure emotional attachments with staff. They enjoy playing alongside staff as they interact with them. Children seek staff out for support or reassurance when necessary. This helps to promote children's emotional well-being and contributes to them feeling safe and secure. Children learn to adopt healthy lifestyles as they are given nutritious options for snack. They have regular opportunities for physical exercise and fresh air. Children thoroughly enjoy their time outdoors as they engage in a wide range of exciting opportunities. They take pride in their achievements as staff are highly responsive and offer regular praise. Children learn how to manage risk effectively. They carefully use knives to cut up vegetables for snack under the close supervision of staff. Children learn to be responsible for their environment as they help tidy away toys.

### Outcomes for children are good

Children develop key skills in all areas of learning. They show an enthusiasm to learn as they readily engage in activities. Children are motivated and inquisitive as they learn and explore. This prepares them well to move onto their next stage in learning, such as school.

## Setting details

<b>Unique reference number</b>	251575
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1020540
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Nacton and Bucklesham Under Fives Committee
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	01473 659809

Nacton & Bucklesham Under 5s was registered in 1992. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including three 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, Thursday and Friday and from 9.15am until 3.15pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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