

Stonham Aspal Pre-School

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



Inspection date

Previous inspection date

12 February 2016

17 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 demonstrates a strong commitment to the continuous improvement of the pre-school. Good progress has been made since the last inspection to ensure that suitability checks for new staff are carried out promptly. The management team has taken necessary steps to meet its legal duty to inform Ofsted of changes to those who make up the registered body.
- The key-person system is implemented well. In the absence of a child's key person, a back-up person is identified, helping to ensure that children's individual care and learning needs continue to be met.
- Children respond positively to the high expectations of staff. Staff talk to children in a calm, respectful manner, gently reminding them about the need to share, take turns and consider the needs of others.
- Children's learning and development are monitored effectively. Any gaps are quickly identified and managed, supporting all children to make good progress.
- Strong partnerships with the host school have been established. These help to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

It is not yet outstanding because:

- Information gained from parents on children's entry to the pre-school does not always provide precise information about what they already know and can do. This means staff are not able to immediately identify what children need to learn next.
- Sometimes, staff do not notice when children are not actively engaged in activities that fully capture their attention and support them in playing, exploring and active learning.

What the setting needs to do to improve further

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

- strengthen the quality of information gained from parents when children first attend the pre-school to include precise details about what they already know
- develop staff's skills, so that they are more alert to times when children require support to refocus their attention on more productive and purposeful play.

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 the pre-school leader.
- The inspector held a meeting with the pre-school leader.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation form and evidence of the suitability of staff working with the children.
- 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 and grandparents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The pre-school is organised well. A comprehensive action plan for improvement has been identified that is challenging but achievable. The views of parents are sought and acted upon as part of the drive to work towards providing consistently outstanding care and learning for all children. Improvements are led by a management team that supports staff well in their day-to-day practices. Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse. They know what to do if there is a concern. Recruitment procedures are effective to ensure that staff are suitable to work with children. Staff are enthusiastic and motivated. They work well as a team. A system of supervision and appraisal is established and professional development is encouraged. Each member of staff has a mentor, promoting a culture of mutual support.

Quality of teaching, learning and assessment is good

Staff know the children well and have a good understanding of their individual interests. They effectively encourage parents to remain involved in their children's learning. Staff plan and provide a wide range of activities, supporting children's good progress. Planning is flexible to allow for children's changing interests and to ensure a balance of adult-led and child-initiated activities. Staff engage fully in activities with groups of children. During these times, the quality of teaching is good and, sometimes, outstanding. They extend activities skilfully and motivate children to be eager to learn. Staff set and facilitate challenges and give children opportunity to explore their own ideas. Children's communication skills are promoted well. Staff engage them and encourage them to take turns in conversation.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming and stimulating environment in which children are confident. Children develop secure emotional attachments with staff and mostly separate readily from their main carer. Those who do not are reassured very well by the sympathetic and caring staff. Effective partnerships with the host school help children's transition, supporting their readiness and confidence to embrace new experiences. This is highly valued by parents. Parents speak highly of the pre-school, describing staff as friendly and caring. Children build good friendships with each other. They seek out others to share their play. They play imaginatively in the outdoor area where they develop their physical skills. Children learn to respect each other's similarities and differences and develop positive attitudes to others. Children's health needs are met well.

Outcomes for children are good

Children's learning is assessed regularly to check that they are making good progress. They develop the key skills needed to be ready for school. Children find their written name on arrival. They are encouraged to attempt to write their name on their artwork. They become confident in the school environment, such as during physical education lessons in the hall.

Setting details

Unique reference number	EY408916
Local authority	Suffolk
Inspection number	1020548
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	26
Number of children on roll	37
Name of provider	Stonham Aspal Pre-school
Date of previous inspection	17 June 2015
Telephone number	01449 711593

Stonham Aspal Pre-School was registered in 2010. The pre-school employs eight members of childcare staff, including three staff who work as bank staff. Five staff have appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. There is the facility for wrap-around care for 15 minutes before and after each session. The pre-school provides funded early education for two-, three- and four-year-old children.

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