

Elmsett Pre-School

Village Hall, The Street, Elmsett, Ipswich, Suffolk, IP7 6PA



Inspection date	29 February 2016
Previous inspection date	26 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are enthusiastic and motivated as they actively participate in an exciting mix of adult-led activities and free play. They make good progress in their learning in readiness for school.
- Staff support children to settle well. Children build secure emotional attachments with all staff. They happily play alongside staff, who are responsive and show care. Children make friends, build relationships and learn how to share and take turns.
- The management committee and staff team are committed to providing children with high-quality care and education. They use self-evaluation effectively to reflect on and improve practice. Parents' views and contributions are welcomed.
- Children follow good hygiene routines and have daily opportunities for outdoor play. This helps to promote their good health and supports their physical well-being. Staff support children to take manageable risks during their play as they carefully negotiate steps in the outdoor area.
- Staff form successful partnerships with parents. They effectively engage with parents to support children's learning in the pre-school and at home. They provide parents with an accurate record of children's capabilities.

It is not yet outstanding because:

- Staff do not always provide children with sufficient time to think for themselves. Children have fewer opportunities to extend their critical-thinking skills.
- The manager does not consistently evaluate staff performance, in order to rigorously monitor and build on the already good practice.

What the setting needs to do to improve further

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

- enrich children's critical-thinking skills further, giving them more time to think about and formulate their own ideas that arise from their play and learning
- extend the existing systems for the monitoring of staff performance, to support staff to raise the quality of teaching to the highest level.

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 and children at appropriate times throughout the inspection and completed a joint observation with the pre-school supervisor.
- The inspector spoke with the pre-school supervisor, the nominated provider and representatives from the management committee.
- The inspector looked at relevant documentation, including the pre-school's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff working in the pre-school.
- The inspector spoke to a small number 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 management committee is effectively involved in the running of the pre-school. Rigorous recruitment and induction procedures are followed to ensure that all staff are suitable for their role. Staff have a thorough set of policies and procedures to support their good practice. These are regularly updated and shared with parents. The management committee supports staff to attend training courses whenever possible to extend their knowledge and acquire new skills. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge of how children learn and develop. They carefully organise the environment so that children enjoy free access to a wide range of toys and resources. They get to know the children well and are skilful in following children's individual interests and needs. This contributes to the good progress children make. Children develop their imagination as they cook food in the role-play area. Staff get down to the children's level and join in with their play experiences. For example, they pretend to eat the play food the children offer. Staff engage the children in meaningful conversations and ask questions to build on what they already know. Staff make regular observations of children during their play and take photographs to evidence their learning. They talk to parents about what children have been doing and encourage parents to view their children's records regularly. Staff work well with parents to put consistent approaches in place.

Personal development, behaviour and welfare are good

Children are eager to attend the pre-school. They find their name to self-register and engage in self-chosen activities on arrival. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise and encourage the children appropriately throughout the sessions. Children are familiar with the daily routines, which supports their emotional well-being. 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 in the hall with the primary school children. Children have opportunities to become familiar with the school staff and environment. They visit the school and take part in activities, such as a teddy bears' picnic, with the Reception children. This helps to develop children's confidence.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They develop their independence. For example, they pour their own drinks during snack and collect their coats before going outside. Children enjoy routine whole-group activities where they develop their counting skills, learn to listen to adults and each other and actively take part in conversations. Children enjoy looking at books independently and eagerly join in with familiar phrases during group story sessions. They have good opportunities to develop their early writing skills. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	251472
Local authority	Suffolk
Inspection number	864451
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of provider	Elmsett Pre School Playgroup Committee
Date of previous inspection	26 January 2011
Telephone number	07444 825954

Elmsett Pre-School was registered in 1992. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday during term time. Monday sessions run from 8.45am until 3pm. Tuesday, Wednesday and Thursday sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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