

# Little Teapots Pre-School

Erskine Centre Chevington Road, Chedburgh, Bury St. Edmunds, Suffolk, IP29 4UL



## Inspection date

4 March 2016

Previous inspection date

30 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is consistently of very high quality throughout the pre-school. The experienced and well-qualified staff have a superb knowledge of how children learn and are very responsive to children's changing interests and needs. Their support is highly effective in enabling children to make rapid progress in their learning and development, in readiness for school.
- Staff carefully organise the indoor and outdoor environment so that it provides a wealth of learning opportunities to stimulate and motivate children to learn. Outside, children enthusiastically use magnifying glasses to hunt for bugs and worms. They use tools to dig and excitedly share their findings with staff and other children.
- Highly positive and trusting partnerships are established with parents. The staff are exceptionally committed to maintaining a very effective flow of information with parents and family members. Staff actively seek parents' views and ideas. They successfully incorporate parents' suggestions into activity planning.
- Children's welfare and personal development are central to everything staff do. Staff are highly skilled in providing an exceptionally warm and caring environment that supports each child and their family. Children form strong attachments to their key person, other staff and each other. Staff are extremely good at helping children cope with their fears and anxieties, such as going to the dentist.
- Assessment is highly effective and involves everyone working with an individual child, including parents and other professionals. Staff closely monitor information from assessment to identify and swiftly target any gaps in children's attainment. They work extremely closely with parents and other settings to ensure there is a consistent approach to meet children's individual needs.

## What the setting needs to do to improve further

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

- review the impact of the recent improvement to the systems for monitoring the progress of different groups of children.

### 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 manager.
- The inspector spoke with the pre-school manager and the nominated provider.
- 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 outstanding**

The management committee and staff team demonstrate an exceptional commitment towards maintaining excellence in all areas. The pre-school continues to evolve and make outstanding improvements to enhance outcomes for children. Inspirational leadership ensures that professional development enables staff to challenge and improve their knowledge, understanding and practice. Incisive evaluation of teaching skills helps staff to complement each other's abilities, to the benefit of the children. The management team has recently introduced a new system to monitor the progress of different groups of children. They have not yet evaluated the effect of the new system, to see if it identifies areas for reflection. Arrangements for safeguarding are effective. Staff have an excellent understanding of their role and responsibilities in protecting children in their care.

### **Quality of teaching, learning and assessment is outstanding**

All staff know children extremely well and have very high expectations of what each child can achieve. Children thoroughly enjoy their time at the pre-school. They are active, motivated and inquisitive as they experience an exciting mix of adult-led activities and free play. Whichever activity children choose to take part in, they receive a consistently high level of teaching by the staff. Staff are extremely skilful in following and extending children's ideas as they play. They foster children's curiosity as they use probing questions to encourage children's conversation and exploration. Staff challenge older children in their learning as they concentrate on rhyme matching games. Children have excellent opportunities to freely access books in the cosy and attractive reading areas. Children of all ages listen animatedly to staff as they enthusiastically read stories.

### **Personal development, behaviour and welfare are outstanding**

Staff provide an outstanding, welcoming, child-friendly environment. They display children's artwork creatively. This adds to the ambiance and shows that children's ideas are valued. Staff demonstrate an expert understanding of how children's sense of security underpins their future learning. They place great emphasis on supporting children's early personal, social and emotional development. Children settle quickly into the pre-school and rapidly become familiar with the daily routines. Staff are excellent role models. They consistently demonstrate kindness, concern and respect for all children. Children behave exceptionally well, with minimal support, as they share, take turns and value each other's differences. Staff regularly praise children's achievements as they develop their self-care skills. Children develop superb physical skills as they explore the well-equipped garden.

### **Outcomes for children are outstanding**

Children make exceptional progress in readiness for school. They have many opportunities to count and use mathematical language during their play. Children's early writing skills are developing extremely well. They enthusiastically join in with familiar actions and phrases to alphabet rhymes. The wonderful interaction and complete involvement clearly displays how much they are learning through the highly skilled interactions with the staff. All children, including disabled children and those with special educational needs, make excellent progress given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	251562
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854780
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Little Teapots Pre-School Committee
<b>Date of previous inspection</b>	30 March 2011
<b>Telephone number</b>	01284 852 005

Little Teapots Pre-School was registered in 1998. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday, during term time. It runs a breakfast club from 8am until 9am and pre-school sessions from 9am until 3.45pm. 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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