

# Catey Pre-School

Catey Pre-School, Church Lane, Cockfield, BURY ST. EDMUNDS, Suffolk, IP30 0LA



<b>Inspection date</b>	18 October 2016
Previous inspection date	18 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- The management committee and staff team are highly committed to their role of fulfilling the needs of every child. They effectively monitor all aspects of the provision. Staff actively seek parents' and children's views and ideas. The pre-school continues to evolve and make ongoing improvements to the environment to enhance outcomes for children.
- Children thoroughly enjoy their time at the pre-school. They are active, motivated and inquisitive. Whichever activity children choose to take part in, they receive a consistently high level of teaching from the staff. Children make excellent progress in their learning and development, in readiness for school.
- Partnership with parents and carers is excellent. Staff are committed to maintaining a very effective flow of information with parents and family members. They keep them fully informed of their children's learning and progress. Staff provide activity ideas and library books to support parents and carers, to extend their children's learning at home.
- Children have excellent opportunities for exercise and fresh air in all weathers. This helps to promote their good health and supports their physical well-being. Children learn about exercising their minds as well as their bodies during weekly yoga sessions.
- Staff are excellent role models. They encourage children to be polite and to use good manners. Children learn about managing their feelings and how to moderate and adapt their own behaviour. Staff effectively support children to develop strategies to share resources.
- Children's move on to school is significantly enhanced by the very close links staff have with the host primary school.

## 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 current robust systems for monitoring staff practice, sharing their excellent knowledge and high expectations of how children learn, in order to sustain the outstanding levels of provision.

### 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.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff.
- 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

Staff's assessments of what children know and can do are sharp, focused and precise. Highly effective monitoring of the progress of all children means that staff swiftly identify areas where children need more support. Safeguarding is effective. Staff have a superb knowledge and understanding of child protection procedures and follow them excellently to ensure that children are protected from harm. The management team ensures that appropriate checks and thorough induction procedures are undertaken for new staff and students. This helps to ensure that all those working with children are suitable for their role. The committee supports staff to attend targeted training and obtain higher levels of qualification. The staff team regularly monitors and reflects on practice. Leaders plan to build on this further to continue to enhance the outstanding teaching.

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

The well-qualified staff have a superb knowledge of how children learn. They get to know the children extremely well and provide activities that closely follow children's interests to stimulate and engage them. Staff are extremely skilful in following and extending children's ideas as they play. Children hunt for treasure in the water tray as staff add plastic dinosaurs encased in blocks of ice. Children show very high levels of involvement as they curiously investigate the ice with their hands and tools. Staff foster children's curiosity, skilfully using probing questions to encourage the budding explorers. Children confidently think of their own solutions to simple problems, such as what tools they can use to free the dinosaurs from the ice. Older children are very articulate and conversation flows freely as they discuss how archaeologists would use pickaxes.

### Personal development, behaviour and welfare are outstanding

Staff provide a vibrant, welcoming child-friendly environment. They creatively display children's artwork. This adds to the ambiance and shows that children's ideas are valued. Staff provide an exceptionally safe learning environment for all children. Children with allergies, specific dietary requirements or health needs are very well protected. All aspects are fully considered and any hazards are identified and steps taken to limit risks. Children have clearly established very positive relationships with the staff and readily go to them for support. Staff encourage children to talk about their families and experiences they have outside of the setting. Children enjoy talking to the staff. Staff encourage children to be extremely independent and responsible from an early age. For example, they collect towels and help to dry the outdoor equipment after the rain. Children develop their self-care skills as they collect their own cup and pour themselves drinks at snack time.

### Outcomes for children are outstanding

Children are very well prepared for the next stage in their learning. They listen very well to adults and enthusiastically join in with familiar actions and phrases to alphabet rhymes. Children recognise numbers and letters. Their early writing skills are developing extremely well. Children of all ages listen animatedly to staff as they enthusiastically read a story. All children, including those who speak English as an additional language, make excellent progress in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY424032
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1059899
<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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Catey Pre-School
<b>Registered person unique reference number</b>	RP530475
<b>Date of previous inspection</b>	18 October 2012
<b>Telephone number</b>	01284 827274

Catey Pre-School was registered in 2012. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 3.20pm. A lunch club runs from 11.50am until 12.20pm. The pre-school also runs a breakfast club and after-school club. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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