

Rosebuds Pre-school Southwold



Southwold Primary School, Cumberland Road, Southwold, Suffolk, IP18 6JP

Inspection date	17 June 2016
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not follow the setting policy with regard to the recruitment of new staff.
- Robust checks of the learning environment and the quality of teaching are not effective in ensuring that every child makes as much progress as they can.
- Variability in the quality of teaching means that children are not benefitting from some activities as much as they should.
- The planning of activities for the indoor learning environment is not good enough to ensure every child makes the best possible progress in their learning.

It has the following strengths

- The pre-school is very welcoming and inclusive. Children are happy, confident and have formed close relationships with staff. Parents speak very highly of the pre-school and the support they receive.
- Children's interests are addressed effectively in the well resourced outdoor play area. They choose from a good variety of inviting activities.
- The setting works well with the school to ensure that children have a smooth transition into the reception class.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ plan challenging and enjoyable experiences that meet each child's needs to promote good progress in their learning and development	22/07/2016
■ improve the quality of teaching to ensure that children are consistently challenged, especially in the indoor learning environment, to promote sustained progress	22/07/2016
■ devise better systems to monitor all aspects of the provision including the learning environment and the quality of teaching.	22/07/2016

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

- ensure policies and procedures are followed with regard to the recruitment of staff.

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 carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children at convenient times throughout the inspection.
- The inspector viewed documentation, including children's records, attendance registers, self-evaluation and the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their views.

Inspector

Susan Brockhouse, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders have not followed their procedure for the recruitment of staff. However, they have taken action to address this, such as obtaining Disclosure and Barring Service (DBS) checks to ensure that staff are suitable to work with children. Improvements have been made to support children's learning since the last inspection. Staff regularly record children's starting points and the observations they make of children's learning. They use these effectively to establish what children need to learn next. However, this information is not used well enough to plan activities indoors that excite and challenge children sufficiently. Managers and staff are becoming more skilled at using the new online learning journal to check children's progress. Better focus on staff development has increased the range of training staff now complete to improve their practice.

Quality of teaching, learning and assessment requires improvement

Children experience a mixture of good and weak teaching. Although staff do know what most children are capable of, they do not make best use of this information when teaching children. Some older and more-able children are not sufficiently challenged because some activities are too simple. For example, images of food were pre-cut for children to stick onto a picture of a shopping trolley.

At times staff allow two-year-old children, who want to explore alone or watch older children, to do so. At other times, staff insist younger children join-in group activities that are not planned well enough to meet the learning needs of the mixed age range of children. A range of stimulating activities are available in the well-resourced outdoor area. In contrast, the range of activities inside are limited.

Personal development, behaviour and welfare require improvement

On occasion's staff do not pay enough attention to the needs of the younger children. Despite this, there is a suitable key-person system. When children arrive at the pre-school they are keen to learn and participate. Their relationships with each other and the staff are happy and friendly. Children have opportunities to learn about the local and wider community. For example, they joined the crowd cheering on women cyclists when Southwold hosted the starting stage of the women's cycling tour. Mealtimes are used well to support children's transition to school. They join pupils from the school in the main hall for lunch. They know the routine well and show good independence skills as they line up for their school dinner or sit and eat their packed lunch.

Outcomes for children require improvement

Children do not make good enough progress to ensure they are fully prepared for the next stage in their learning. However, during the inspection children were seen to be keen to learn. They are developing communication, social, mathematical and early writing skills. Older children are keen to write their own names on their work and can identify the letters in their name in other contexts. They use their imagination as they build a wall with the plastic bricks and play cement mixture; they count the bricks and solve the problem of how to stop the wall falling down.

Setting details

Unique reference number	251615
Local authority	Suffolk
Inspection number	1051597
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 - 5
Total number of places	16
Number of children on roll	30
Name of registered person	Rosebuds Pre School Committee
Registered person unique reference number	RP523263
Date of previous inspection	17 June 2015
Telephone number	01502 723137

Rosebuds Preschool was registered in 1995 and is managed by a committee of parents. The pre-school employs five members of staff. All staff hold an appropriate early years qualification. The pre-school opens during term time. Sessions are from 9am until 12 noon and 12.30pm to 3pm. A lunch session runs between 12 noon to 12.30pm. The pre-school provides funded early education for three- and four-year-old children.

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