

Cedars Park Preschool & Schools Out Club

Cedars Park Community Centre, Pintail Road, Stowmarket, Suffolk, IP14 5FP



Inspection date

1 November 2016

Previous inspection date

11 November 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

- Effective action has been taken to address the actions and recommendations from the last inspection, and improve the quality of the provision. For example, a robust system for the supervision of staff has been implemented to support professional development.
- Staff's knowledge and understanding of the learning and development requirements is good. They plan and deliver an interesting and varied range of activities, both indoors and outside, to support children's play and learning.
- Children behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Staff are good role models.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking and give them time to consider questions before answering.

It is not yet outstanding because:

- Parents are not consistently encouraged to continue to share what they know about their child, in order to remain involved in their child's learning and further promote children's developmental progress.
- Management has yet to embed how they evaluate the attainment levels of different groups of children, so that steps can be taken to close any identified gaps in progress.
- Children do not have enough opportunities to pursue their interest in mathematical language and concepts.

What the setting needs to do to improve further

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

- establish effective methods to consistently encourage parents to remain involved in their children's learning, and continue to share what they know about their child
- embed how the learning and development of different groups of children is evaluated, so that any gaps can be identified and managed at the earliest opportunity
- provide more opportunities for children to develop their awareness of numbers and counting.

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 provider.
- The inspector held a meeting with the provider.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the setting.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a number of parents 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's management is effective in driving improvement. Staff demonstrate a strong commitment to achieving a high-quality care and learning experience for children. They have worked with support workers from the local authority to bring about improvement. An action plan for improvement is in place that is challenging but achievable, in order to bring out continuous improvement to the quality of care, teaching and learning. Staff are enthusiastic and work well together as part of a friendly and motivated team. Reflective practice is fully embedded into the self-evaluation process. Staff evaluate activities and their daily practice. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns. Robust recruitment procedures ensure that those working with children are suitable to do so.

Quality of teaching, learning and assessment is good

Staff know children well. They talk to parents about children's starting points and know what they need to do to support children's continuing progress. Staff are confident to carry through their findings into planning. The quality of teaching is good and staff respond well to younger children's short concentration spans. They adapt activities, to promote inclusion and support children to engage in purposeful play. Children are encouraged to explore and experiment with texture and media, such as paint frozen in ice. Staff help children to take pride in their achievements. They provide a camera and show children how to use it themselves to photograph their work. Children play imaginatively, based on their own experiences. They take the dolls for walks around the playroom and enjoy the role play kitchen where they pretend to cook meals and do the laundry.

Personal development, behaviour and welfare are good

Each child has a named person to take responsibility for their daily well-being, and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Children who do not separate readily from their main carer are supported sensitively by staff. Children feel happy, safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play. Staff at the setting have a positive approach to diversity and effectively support children to develop a positive sense of themselves. They support children to learn about the wider world beyond their own experiences. Children enjoy outdoor play where they can be active and access all areas of learning, effectively supporting those children who prefer to learn in the outdoor environment.

Outcomes for children are good

Records show that individual children, including those who receive additional funding, make good progress from their starting points. They are supported well as they develop the key skills needed for school. They develop confidence and a positive sense of themselves. Children's health and physical skills are promoted well. For example, they are helped to put on their own coats when going to play outdoors, and are supported to clear up spills that they create during snack time. Children manage their personal hygiene relevant to their age and capability.

Setting details

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|--|---|
| Unique reference number | EY465715 |
| Local authority | Suffolk |
| Inspection number | 1033380 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 11 |
| Total number of places | 36 |
| Number of children on roll | 50 |
| Name of registered person | Michelle Samantha Baker |
| Registered person unique reference number | RP513614 |
| Date of previous inspection | 11 November 2015 |
| Telephone number | 07531981117 |

Cedars Park Preschool & Schools Out Club was registered in 2013. The setting employs seven members of childcare staff, including the owner/manager. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 48 weeks of the year. It is open from 7.45am to 6pm. A pre-school session operates from 8.45am to 2.45pm during school term time. The Schools Out club opens before- and after-school during term time, and all day during school holidays. The pre-school provision provides funded early education for two-, three- and four-year-old children. It also supports children who speak English as an additional language and children who have special educational needs and disabilities.

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