

Steeple Bumpstead Pre-School



The Village Hall, Finchingfield Road, Steeple Bumpstead, Haverhill, Suffolk, CB9 7EA

Inspection date

15 November 2016

Previous inspection date

4 December 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

- Since the last inspection, reflective practice and staff development has been refined. For example, staff attend training relating to sharing best practice ideas. This has helped staff to develop activities inside and outside, to support children's progress further by providing them with increased challenge.
- Parents and children share ideas through questionnaires and daily discussion. These are taken into consideration as the management committee, manager and staff reflect on current practice and identify areas for future development.
- The qualified staff team works well with children of different ages. Staff take time to listen to children and engage them in thoughtful discussion about what they are doing. This helps children to extend their vocabulary and learn about the protocols of conversation.
- The manager and staff team pay very good attention to developing innovative activities for children to explore. For example, they create adventurous runs for marbles using plumbing equipment.

It is not yet outstanding because:

- There is currently no consistent process in place to encourage parents to regularly share information about their children's ongoing learning at home.
- Occasionally, staff do not engage children enough to maintain high levels of motivation. Some children lose focus as they become distracted by others around them.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to regularly share information about their children's ongoing achievements at home, helping the key person to learn more about each child's overall developing abilities
- motivate children fully, in all aspects of their learning, to enhance their involvement to the highest possible level, particularly during everyday learning opportunities, such as tidy-up time.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager. She looked at relevant documentation, including evidence of the suitability of staff working with children and how the manager, staff and committee reflect on their practice.
- The inspector took account of the views and opinions of parents through written feedback and discussions during the inspection process.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management committee and manager implement robust recruitment procedures, in order to protect children from unsuitable adults. Attention to the continuous professional development of staff, includes annually refreshing their safeguarding and child protection training. Staff are vigilant and understand how to identify and report concerns to the relevant authorities. Good working relationships with other professionals, such as staff at the local children's centre and primary school, enable staff to access additional support. This may include speech and language therapy or opportunities for children to visit and meet staff at the school they eventually move on to. Funding is used well to support children.

Quality of teaching, learning and assessment is good

The manager monitors staff interaction with children and oversees development records. Tracking procedures enable the manager and staff to identify gaps in children's learning or development. Where a concern is identified, they take action to address this working with the family and other professionals as necessary. The manager and staff meet regularly to discuss the progress children make and to plan future learning that builds on what they already know and can do. Children have access to a wide range of resources and planned activities. This enables them to explore the environment and make choices in their play. Staff skilfully help children to embed mathematical learning, for example, counting one to five and learning about one more or one less. Children enjoy doing this as they sequence small-world toys or pretend to prepare meals. Staff extend children's ideas as they play. For example, while making pretend potato and onion soup, children are asked how long it will take. They respond with great enthusiasm saying, 'One hundred minutes'. Children are keen to learn, developing confidence to share their ideas.

Personal development, behaviour and welfare are good

Children's self-esteem is high. Staff take every opportunity to reinforce positive behaviour; they provide children with resources to help them take responsibility for their actions. For example, sand timers provide visual cues for children about turn taking, helping them to share fairly. Behaviour is good and children of different ethnicities play in harmony together. Children develop independence, such as taking care of their personal hygiene needs. Staff have thoughtfully provided an area where children can reach tissues, antibacterial gel and wipes to clean themselves, as they need to, during sessions. A strategically placed mirror helps them to do this by checking their reflection, and the bin helps them to tidy away when they have finished.

Outcomes for children are good

Children's confidence grows as their understanding of how they fit into the world around them grows. They increase physical dexterity using single-handed tools or while playing with toys and equipment, including rolling dough. Children learn to balance during more robust activity and when using large apparatus outside. They become effective learners supported by staff who know them well. They are well prepared with the skills necessary for school when the time comes.

Setting details

Unique reference number	650139
Local authority	Essex
Inspection number	1035363
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	18
Name of registered person	Steeple Bumpstead Pre-School Committee
Registered person unique reference number	RP910024
Date of previous inspection	4 December 2015
Telephone number	07805 061169

Steeple Bumpstead Pre-School was registered in 1999. It is managed by a voluntary management committee. The pre-school is open Monday to Friday, during term time. Sessions are from 9am until midday, and a lunch club is available every day, except Tuesday. Children attend for a variety of sessions. The pre-school staff provide funded early education for two-, three- and four-year-old children. The pre-school management committee employs five members of staff. Of these, all hold appropriate early years qualifications at level 3 or above.

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