

Copdock and Washbrook Pre-school



Pheasant Rise, Copdock, Ipswich, Suffolk, IP8 3LF

Inspection date

15 December 2015

Previous inspection date

25 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The highly qualified staff have a good knowledge of how children learn and develop. They carefully organise the indoor and outdoor learning environment so that children enjoy free access to a wide range of toys and resources.
- Children build secure emotional attachments with all staff. They happily play alongside staff who are responsive and show care. Children of all ages make friends, build relationships and learn how to share and take turns. They are happy, settled and thoroughly enjoy their time at the pre-school.
- The management team is committed to providing children with high-quality care and education. They use self-evaluation effectively to reflect on and improve practice. They formally seek the views of parents through questionnaires.
- Children enjoy healthy snacks. They enjoy playing in the spacious outdoor play area, which provides good opportunities for daily physical activities.

It is not yet outstanding because:

- Partnership working with parents and local schools is not always fully promoted to build on the regular two-way exchange of information to support children's learning.
- The manager does not yet use assessment information to check on the progress of different groups of children.
- New systems for monitoring staff's performance are not yet fully embedded to ensure high-quality supervision.

What the setting needs to do to improve further

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

- strengthen the two-way exchange of information to support children's learning in the setting and at home
- use assessment information more effectively to assess and monitor the learning and progress of the different groups of children
- refine the focus of supervision meetings to support staff to raise the quality of teaching to the highest level.

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 completed a joint observation with the pre-school's manager.
- The inspector held a meeting with the pre-school's manager. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as, the pre-school's self-evaluation, records of children's learning and development, a selection of policies and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff have a thorough set of policies and procedures to support their good practice. These are regularly updated and shared with parents. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are aware of what to do should they have any concerns about children's welfare. Staff's commitment to continuing professional development is valued and supported in order to improve their skills and knowledge. The manager has introduced new systems for monitoring staff's performance, which feed into staff supervision meetings. This helps staff reflect on their practice. The manager, however, feels the need to attend further training in order to strengthen her skills and provide supervision of the highest quality. The partnership with the host school is generally good. Some staff work in the school during the school day and children benefit from the support of familiar staff.

Quality of teaching, learning and assessment is good

Staff make regular and accurate assessments of what children know and can do. This helps them to plan interesting, challenging activities that support children's next steps in their learning. Children are enthusiastic and motivated as they experience an exciting mix of adult-led activities and free play. Staff join children in their play and engage them in meaningful conversations. They skilfully ask questions to build on what children already know. Children have time to process questions and solve problems for themselves. Staff take every opportunity to reinforce basic mathematical skills. Staff talk to parents about what children have been doing and parents value this information. Children's progress is monitored and staff identify where extra individual support may be required. They work closely with parents to put consistent approaches in place. Information from assessments is not yet used effectively to check on the progress of different groups of children.

Personal development, behaviour and welfare are good

Children are eager to attend the pre-school. They find their name to self-register and engage in self-chosen activities on arrival. Children's artwork is creatively displayed on the walls. This promotes a strong sense of belonging and helps to promote children's self-esteem. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise and encourage the children appropriately throughout the sessions. Children are familiar with the daily routines, which supports their emotional well-being. They are becoming more independent as they pour their own drinks and make decisions on where they would like to play. Children follow good hygiene routines and enjoy sociable mealtimes. Staff sit with the children and effectively support them to adopt good table manners. Staff are vigilant and complete daily risk assessments during the sessions. This helps to ensure a safe and secure environment for children.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They have plentiful opportunities to develop their early writing skills and learn to listen and respond to instructions. Children recognise colours and shapes, and learn new words. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	251456
Local authority	Suffolk
Inspection number	866523
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 - 11
Total number of places	18
Number of children on roll	59
Name of provider	Copdock And Washbrook Pre-School Committee
Date of previous inspection	25 June 2010
Telephone number	01473 731047

Copdock and Washbrook Pre-School was registered in 1991. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, four at level 3 and one holds Early Years Professional status. The pre-school opens during term time from 9am until 3pm on Monday, Tuesday and Wednesdays and from 9am until 1pm on Thursday and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. The setting offers out-of-school provision. During term time, these sessions are from 7.45am until 8.55am and from 3.15pm until 6pm. During school holidays, with the exception of bank holidays and the first week of August, sessions run from 8am to 6pm.

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