

Sudbrooke Pre-School Playgroup

Sudbrooke Village Hall, Scothern Lane, Sudbrooke, Lincoln, Lincs, LN2 2SH



Inspection date

16 January 2017

Previous inspection date

19 November 2012

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 management team and committee regularly reflect on practice and identify areas for improvement. Comments from parents and staff are valued and taken into account, in order to continually move forward with good practice.
- Partnerships with parents are good. Parents compliment the level of information exchanged about their children and they comment positively on the online learning records. Equally, regular newsletters keep them informed of new activities that the children will be doing. This helps to promote a consistent approach to children's care and learning.
- Staff are kind and caring. They help children to grow in confidence and feel valued. Children are happy and well settled. They have made excellent attachments with their key person, promoting their emotional well-being.
- The environment is extremely inviting and well thought out. Toys and resources are of good quality and they provide children with a wealth of different experiences.

It is not yet outstanding because:

- Although clear processes for performance management and supervision of staff are in place, the manager does not yet critically evaluate staff's teaching skills enough to develop their practice to a higher level.
- Staff do not always give children the encouragement and support they need to follow their own interests and learn as much as possible from the good play opportunities they provide.

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 arrangements for performance management of staff to drive the quality of teaching to a higher level
- support children more effectively during their play so they are able to follow their interests and learn as much as possible, in order to accelerate their learning.

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 during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good awareness of child protection issues and how to manage any concerns they may have. All staff know and follow the procedures for the safe use of mobile phones. This helps to assure children's safety. Staff use risk assessments to identify and minimise any hazards to children. Access to the pre-school is stringently managed. Strategies are in place to ensure that no unauthorised people can enter the building. Staff are committed to enhancing their professional development. They attend training courses to update their knowledge and develop their skills to benefit all children.

Quality of teaching, learning and assessment is good

The well-qualified staff provide stimulating experiences for children that promote their learning in all areas. This helps them to develop the skills they need to be ready for their next stage of learning, including moving on to school. Staff help children to engage in pretend play based on their own first-hand experiences. They are willing customers as children scan real food and ask for a specific amount of money for a banana. Staff consistently use descriptive language and reinforce children's attempts at words. This helps to develop children's speaking skills. Children enjoy being physically active. They negotiate around each other, changing direction and adjusting their speed as they ride around on wheeled toys outside. The pre-school has formed good relationships with other settings that children attend. This helps to provide a consistent approach to children's care and learning.

Personal development, behaviour and welfare are good

Key people help new children to settle when they arrive at the pre-school. Children develop secure bonds with staff and soon become involved in play. Children are keen and eager learners. They freely explore and choose their own resources. This demonstrates a strong sense of belonging. Staff promote healthy lifestyles. The snacks provided are nutritious and healthy, and children enjoy fresh air as they access the outdoors each day. Children show good independence as they help prepare the fruit for snack and use a knife safely to spread butter on their toast. Teachers from local schools visit the children in the pre-school. This helps children to make links between the pre-school and school to emotionally prepare them for their transition from one setting to the next. Children have good opportunities to develop an awareness of people and communities beyond their own.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in relation to their starting points. Children demonstrate good technology skills as they play interactive games on electronic tablets. They develop good literacy skills. Children look at books independently and recognise their name when they register their arrival at the beginning of the session. Younger children thoroughly enjoy exploring the props in a story sack. They try to guess the animal then lift the flaps in the book to check. Children enjoy creating their own artwork. They maintain concentration sticking and gluing and then proudly show staff what they have made.

Setting details

Unique reference number	253555
Local authority	Lincolnshire
Inspection number	1059473
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 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Sudbrooke Preschool
Registered person unique reference number	RP902169
Date of previous inspection	19 November 2012
Telephone number	01522 754 047

Sudbrooke Pre-School Playgroup was first established in 1987. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, and three hold level 3. The pre-school opens on Mondays from 9am until 3pm and on Tuesdays, Wednesdays and Thursdays from 9.15am to 12.15pm, with the option of staying for a packed lunch until 1.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

