

Methodist Pre-School

The Methodist Church, Bramford Road (North West), Ipswich, Suffolk, IP1 2NA



Inspection date	19 January 2017
Previous inspection date	25 January 2013

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 pre-school's manager and staff demonstrate a strong commitment towards continuous improvement. Staff are enthusiastic and motivated to provide a good quality care and learning experience for children.
- The pre-school management team monitors the learning and development requirements to ensure that children are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed.
- The quality of teaching is good and supports children well as they develop the key skills needed for school. Staff plan and provide a varied range of activities that is rooted in children's interests and supports them to make good progress.
- Partnerships with parents are well established. Parents are kept informed about their children's day and learning.
- Staff provide a welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. They build close emotional attachments to staff.

It is not yet outstanding because:

- Staff do not give children enough support to develop their early writing skills.
- Staff do not fully support those children who learn best from playing outdoors to develop their mathematical and early reading skills.
- The evaluation of staff performance is not yet a fully effective aid to monitoring and building on the already good practice.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop early writing skills
- provide more opportunities for those children who prefer to learn in the outdoor environment to explore and develop their early reading and mathematical skills
- extend the existing systems for evaluating and monitoring staff performance to continue to strengthen and build on the good practice already demonstrated.

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 setting manager/provider.
- The inspector held a meeting with the setting manager/provider.
- The inspector looked at relevant documentation, such as self-evaluation 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

Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse and know how to report concerns. All staff attend regular training to ensure that they are up to date with current legislation. Robust risk assessments are in place and a daily checklist is carried out. This helps to ensure that children are able to play safely indoors and outside. Reflective practice is fully embedded into the self-evaluation process. Staff reflect on activities and their daily practice. An action plan is in place that is challenging but achievable. Management seeks the views of parents when planning for improvement and are committed to working together with them. Parents testify that communication between staff and themselves is good. They state that their children enjoy their time in the setting. They describe staff as 'friendly, fun and helpful'. They appreciate their caring nature.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where they are in their learning and development and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning. Children benefit from interesting resources indoors that promote their continuing progress towards the early learning goals. Staff are actively engaged in the children's play and interact well with them. They support children in purposeful play. For example, when playing a home-made game using cars and a drawn track, staff talk to children about numbers and colours. They skilfully extend the activity to introduce road safety and talk about what children see in the local community. Staff support children's speech and communication well. They engage children in conversation and actively listen to what they have to say. Children enjoy active, physical play in the garden.

Personal development, behaviour and welfare are good

The key-person system is implemented well. Each child has a named person to take responsibility for ensuring that their care and learning needs are met. Key persons build friendly and trusting relationships with parents and children. Children behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, managing their behaviour well and taking into account their age and individual needs. This helps children to develop a positive sense of themselves. Staff have a positive approach to diversity. They support children to learn about their local community and the wider world beyond their experiences.

Outcomes for children are good

Children make good progress in their learning and development. Their ability to apply skills appropriate to their age helps to ensure they develop the skills needed to be ready for school. Children are enthusiastic to explore and investigate. They understand that print carries meaning and are beginning to recognise their first name when it is written. They enjoy stories in small and large groups, recalling familiar themes and talking enthusiastically about the illustrations. Children develop confidence and independence in their self-care skills, managing their personal hygiene relevant to their age and ability.

Setting details

Unique reference number	251573
Local authority	Suffolk
Inspection number	1063811
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	38
Name of registered person	Methodist Pre-School Committee
Registered person unique reference number	RP523524
Date of previous inspection	25 January 2013
Telephone number	07963217777

Methodist Pre-school was registered in 1996. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level two or three. The setting opens from Monday to Friday, during school term time. Sessions run from 8.45am to 11.45am. On Monday and Friday there is also an afternoon session that runs from 12.30pm to 3.30pm. Children can stay for the lunch club between 11.45am and 12.30pm on these days. The setting provides funded early education for two-, three- and four-year-old children.

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