

Haughley Pre-school & The Pit Stop Out of School Club



Haughley Village Hall, The Folly, Haughley, Stowmarket, Suffolk, IP14 3NS

Inspection date

20 January 2017

Previous inspection date

10 March 2016

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, the management has improved the arrangements for assessing children's development and planning for their next steps in learning. Children make good progress from their developmental starting points.
- Children's literacy skills are well supported. They have regular access to a range of resources to stimulate their early reading and writing skills.
- Staff are good role models for children. They help children to manage their behaviour and encourage children to establish positive values. Children show tolerance and respect for one another.
- The performance of staff is effectively monitored. Morale is high amongst the staff team and they demonstrate a strong commitment to make ongoing improvements to benefit the children.

It is not yet outstanding because:

- Partnership working with the other early years settings that children attend is not fully established to build on the regular two-way exchange of information to support children's learning.
- There are some missed opportunities for children to enhance their understanding of how to manage risks and handle tools and equipment safely.

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 with other early years settings to enhance children's learning across the different settings they attend
- enhance opportunities for children to purposefully learn how to manage some risks and take appropriate safety measures, particularly when using tools and equipment.

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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers. 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

Sarah Clements

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff have a good knowledge of current safeguarding legislation and fully understand the procedures to follow should they have any concerns about a child's welfare. The impact of teaching is closely monitored and areas for improvement are discussed with individual members of staff at supervision meetings, appraisals and team meetings. Staff are offered regular opportunities to help enhance their practice with the children. For example, after attending recent training, staff have introduced new interventions to support the development of children who have special educational needs or disabilities. The managers liaise with local authority advisers and have worked hard to fully address the actions and recommendations raised at the last inspection.

Quality of teaching, learning and assessment is good

Assessment of what individual children know and can do has improved since the last inspection. Staff now make effective use of their observations to plan stimulating activities that challenge children and promote their thinking skills. Children enjoy books which are available in different areas of the pre-school. In particular, boys find out about how things work when sharing various non-fiction books. Many successful activities are planned to support the development of children's speech skills. Children learn to verbally express their experiences as they explore the contents of the mystery bags. Staff encourage children to make links in their learning and provide them with plenty of time to respond to new information. Children explore ice that has formed outside and talk to staff about how their hands are making it melt. Children pay attention to detail as they draw and paint with increasing control and enjoy describing the features in their pictures.

Personal development, behaviour and welfare are good

The exchange of information with parents is successful, particularly when working together to support the needs of children who have special educational needs or disabilities. Children quickly form a trusting and positive bond with their key person and show that they understand what behaviour is expected of them. Those who initially struggle to settle are gently reassured by the staff and soon feel keen to delve into activities. The oldest children have a particularly strong sense of self-esteem. For example, they talk in front of the other children when sitting together as a group, sharing experiences that are special to them. Children learn positive ways to promote their health. They explain that they use antibacterial gel to take away germs after sneezing into their hands. Children benefit from outdoor play and exercise in the well-resourced garden.

Outcomes for children are good

Children are inquisitive and sociable learners who make good progress in readiness for school. Children who have special educational needs or disabilities develop increasing confidence in their communication and language skills. They confidently make choices in their play and learning. Children develop their early mathematical skills well. They count and sort objects, and use mathematical language as they play. Children enjoy designing and constructing, and work well together to resolve any problems they encounter.

Setting details

Unique reference number	251515
Local authority	Suffolk
Inspection number	1042524
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 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Haughley Pre-School Playgroup Parent & Toddlers Committee
Registered person unique reference number	RP523499
Date of previous inspection	10 March 2016
Telephone number	07880 738781

Haughley Pre-school & The Pit Stop Out of School Club was registered in 1993. The pre-school employs five members of childcare staff. All staff hold relevant early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm on Monday and Tuesday, and from 9am until 1pm on Wednesday, Thursday and Friday. The pre-school provides funded early years education for two-, three-, and four-year-old children. It supports children who have special educational needs or disabilities.

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