

Inspection date	10 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager leads a team of dedicated staff who have a good understanding of how children learn and develop. The quality of teaching is good. Staff show enthusiasm, commitment and genuinely talk about how much they enjoy their roles. Consequently, children are highly motivated and eager to learn.
- Partnerships with parents and carers are excellent. Staff regularly share information about children's progress. This means that parents understand how they can support their children's learning at home and are very happy with the service provided.
- Staff provide a warm, caring environment that welcomes children and their families. Children of all ages enjoy their time at the pre-school and out-of-school club. They enjoy playing and talking to the staff and their friends.
- All children, including those in receipt of additional funding, make good progress from their starting points and develop a broad range of skills for their future learning. Children who have special educational needs and/or disabilities are supported well by the staff team and quickly develop the skills they need to move on to school.
- Children behave well at the pre-school and out-of-school club. They listen to staff and respond to instructions and the rules of the setting. They enjoy activities and routines which help them to develop their independence.

It is not yet outstanding because:

- The manager does not yet rigorously monitor the effectiveness of all staff's teaching skills, in order to identify ways to build on the already good practice.
- Staff do not use children's assessments to check on the progress of different groups of children in order to target teaching and monitor the impact of this.

What the setting needs to do to improve further

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

- extend the existing systems for monitoring staff performance to enable all staff to improve on their good practice and raise the quality of teaching to the highest level
- strengthen the monitoring of children's progress, in order to focus more precisely on the impact of teaching and intervention for different groups of children.

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. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school and out-of-school club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The well-qualified manager and staff have a good understanding of child protection issues. The manager keeps up to date with changes in local authority procedures and shares these with staff. Staff understand how to identify children at risk from harm and report their concerns. Recruitment procedures are robust and staff's ongoing suitability is checked. Clear policies and procedures are in place to guide staff. The manager provides effective leadership for the staff team. She encourages staff to gain further qualifications and undertake regular training. This helps staff to provide a wide range of activities in order to engage children in their learning. Self-evaluation is accurate and identifies priorities for the future. The staff team seeks the views of parents and children to help evaluate the provision. Suggestions and comments are used to determine ways to improve the quality of experiences for children.

Quality of teaching, learning and assessment is good

Staff know the children very well. They carry out regular assessment of children's development and have a clear understanding of their next steps in learning. Children enjoy a wide range of exciting and engaging activities. Children show their delight as they explore the toy insects in different coloured jelly. They use their senses to find out about the jelly, enthusiastically telling staff what it feels and tastes like. Children have lots of opportunities to develop their physical skills. They access a well-planned outdoor area where staff join in wholeheartedly with children's play. Children become engrossed in their play with a space rocket, while others show excitement as they push the toy trucks down the slope. Staff continually follow children's interests in order to develop their learning. An example of this is when staff join in with a spontaneous game of What's the time Mr. Wolf? where they encourage the children to count and take turns.

Personal development, behaviour and welfare are good

Children settle well at the pre-school and out-of-school club. Children develop secure relationships with their key person. Staff respond well to children's individual needs, offering reassurance for children who require additional support. Staff are quick to help children when they become upset or tired. For example, they give children a cuddle when they become tired in the afternoon and create a comfy area for them to rest. Staff encourage children's regular attendance and the manager is sensitive to the needs of children's families. Children learn about their community and wider world. For example, the older children visit the local allotment, where they help to grow fruit and vegetables, and bring them back to the pre-school to share with their friends.

Outcomes for children are good

Children display high levels of self-esteem and confidence. They become confident communicators who are able to express their feelings and talk about their interests. Children learn to count, identify numbers and letters. Staff help to prepare children for starting school. They teach children how to do things for themselves. For example, staff show children imaginative ways to put on their own coat. They share these ideas with parents so they can help their child practice at home.

Setting details

Unique reference number	EY490248
Local authority	Suffolk
Inspection number	1022084
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 - 11
Total number of places	24
Number of children on roll	170
Name of registered person	Ravensmere Arc Limited
Registered person unique reference number	RP534663
Date of previous inspection	Not applicable
Telephone number	01502 711502

Ravensmere Arc Limited registered in 2015. The setting employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and five other staff hold early years qualifications at level 3 or above. The setting opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. Extended school sessions run from 8am to 9am and from 3pm to 6pm. Pre-school sessions run from 9am to midday and from midday to 3pm. A holiday playscheme runs from 8am to 6pm, Monday to Friday, during school holidays. The setting provides funded early education for two-, three- and four-year-old children. The setting provides support for children who have special educational needs and/or disabilities.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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