

Rosebuds Pre-school Southwold



Southwold Primary School, Cumberland Road, Southwold, Suffolk, IP18 6JP

Inspection date

10 March 2017

Previous inspection date

17 June 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

- The committee and staff team are committed to providing children with high-quality care and education. Since the last inspection, they have implemented effective changes with support from the local authority. For example, staff carefully organise the indoor environment so that children enjoy free access to a wide range of toys and resources.
- Staff are keen to improve. They attend relevant training courses to maintain their knowledge and skills. This contributes towards good teaching practice and has a positive impact on children's learning and development.
- Children's literacy skills are well supported in the pre-school. This helps to prepare them well for their move to school.
- Staff regularly update parents on their children's progress. They advise them how they can support their children's learning in the pre-school and at home. Parents speak very positively about the care and education their children receive.
- Children are happy and enjoy their time at the pre-school. They build secure emotional attachments with their key person and settle well.

It is not yet outstanding because:

- The monitoring of staff's performance is not ambitious enough to identify how the quality of teaching can be raised to the highest level.
- On occasions, staff undermine children's independence. They sometimes complete tasks that children could undertake for themselves.

What the setting needs to do to improve further

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

- focus staff supervision more precisely on identifying where and how the quality of teaching can be raised to an exceptional level, in order to achieve outstanding outcomes for children
- encourage children to do more things for themselves, in order to build as fully as possible on their growing independence.

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 small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The manager and committee set clear targets for improvement following the last inspection. This has had a significant impact on the quality of the provision. Staff regularly monitor all children's achievements and progress. They identify where extra individual support may be required and make sure this is put in place. As a result, all children make good progress in their learning and development. The arrangements for safeguarding are effective. Staff have a clear understanding of their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare. The manager regularly reviews and updates policies and procedures to make sure that they are in line with current legislation and guidelines. All staff are fully aware of the pre-school's policies. Appropriate recruitment and induction procedures are in place to help ensure that staff are suitable for their role.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They get to know the children well and have a good awareness of their individual needs. Children confidently explore the environment, choosing what they would like to do next. Staff interact purposefully. They get down to the children's level, join in their play experiences and provide support when required. Children enjoy exploring how things feel. They eagerly investigate different textures, such as sand, water, paint and jelly, with their hands. Staff encourage children's conversation as they play and ask effective questions to promote their thinking skills. They actively promote children's mathematical skills and seize opportunities to incorporate numbers into children's everyday play.

Personal development, behaviour and welfare are good

Staff are good role models and manage children's behaviour effectively. They are calm and help children to play harmoniously together. Children readily go to staff for support when necessary. Staff praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Children are familiar with the daily routines, which helps to support their emotional well-being. They follow good hygiene routines and have daily opportunities to be active in the stimulating outdoor area. This helps to promote their good health and supports their physical well-being. Good links with the host primary school ensure that children's move to school is seamless. Children become familiar with the school staff and environment. They have good opportunities to discover and learn about the world around them. For example, children regularly use local facilities, such as the library. Staff also plan trips to other places in the local area.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They make friends, build relationships and learn how to share and take turns. Children enjoy looking at books with staff. They enjoy whole-group activities where they actively take part in conversations. They develop their concentration as they learn to listen to adults and each other. All children make good progress in their learning, given their starting points and capabilities.

Setting details

Unique reference number	251615
Local authority	Suffolk
Inspection number	1055141
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	16
Number of children on roll	26
Name of registered person	Rosebuds Pre School Committee
Registered person unique reference number	RP523263
Date of previous inspection	17 June 2016
Telephone number	01502 723137

Rosebuds Pre-school was registered in 1995. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday and from 12.30pm until 3.30pm. A lunch club runs from midday until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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