

# Little Elms

Little Elms, Cooks Road, Elmswell, Bury St.Edmunds, IP30 9BX



## Inspection date

27 April 2017

Previous inspection date

27 February 2015

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

- Staff form strong relationships with the children. They know them well and take account of their individual needs. This means children settle quickly into the pre-school and feel secure.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in.
- Children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Staff work closely with other professionals to offer additional support.
- Staff are positive role models. They offer praise to children and encourage them to be friendly, kind and considerate to each other. This supports children to develop their understanding of good behaviour
- Effective partnerships with parents ensure that children's needs are met and their learning is well supported.

### It is not yet outstanding because:

- Staff do not always fully consider the learning needs of the youngest children in the pre-school room during large-group activities, in order to support their learning in the best possible way.
- Professional development is not yet precisely focused to offer all staff the opportunity to develop their skills to the highest possible standard.

## What the setting needs to do to improve further

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

- enhance learning opportunities for the youngest children in the pre-school room
- strengthen the arrangements for professional development to support all staff to raise their practice to the highest possible level.

### 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 held a meeting with the pre-school manager. 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.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with staff and children during the inspection.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete child protection training to secure their knowledge of how to identify and report concerns about children's welfare and safety. In addition, they know what to do if an allegation is made against a member of staff. This helps to keep all children safe and well protected. The manager and staff work well together. They provide a consistent approach to every child's care and learning. Staff are deployed effectively which means that children are supervised closely as they play. The management team provides strong leadership for staff. It works alongside staff and is starting to consider more robust ways to supervise and manage their performance.

### Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn and develop. They carefully plan the environment to provide children with a broad range of activities that builds on their interests. Staff get down to the children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know, supporting their communication skills. Children develop their understanding of technology effectively. For example, they practise using a mouse to select a program on the computer.

### Personal development, behaviour and welfare are good

Children are happy and secure. They develop good relationships with the staff and their peers. An effective key-person system ensures that the individual needs of each child and their family are met. Children are treated as individuals and with respect. Staff speak to them calmly, reminding children about expectations for behaviour as required. This helps them understand how to manage their own behaviour and to make friends. Children have very good opportunities to learn about the importance of healthy lifestyles. They talk about the food that is good for them at mealtimes. Staff also ensure children adopt good hygiene routines, such as washing their hands before meals or after using the toilet. They enjoy regular fresh air and exercise in the outdoor area.

### Outcomes for children are good

All children make good progress. They learn how to make friendships and show an awareness of their own needs and those of others. Children, including the very youngest, become confident and sociable learners. They develop their creative skills well. For example, they readily engage in role play games and talk confidently about pictures they have painted. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

## Setting details

<b>Unique reference number</b>	EY420834
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1094628
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Little Elms
<b>Registered person unique reference number</b>	RP530324
<b>Date of previous inspection</b>	27 February 2015
<b>Telephone number</b>	07947167701

Little Elms was registered again in 2011. The pre-school employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, four at level 4 and six at level 3. Two members of staff hold qualified teacher status. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am to 3.15pm. There is a before- and after-school club operating from 7.45am to 8.45am and from 3pm to 6pm. There are also holiday sessions offered during most school holidays. These run Monday to Friday from 7.45am to 6pm.

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