

# Risby Preschool and Childcare Services

Alymer Close, Risby, Bury St Edmunds, Suffolk, IP28 6RT



## Inspection date

3 May 2017

Previous inspection date

23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Some staff demonstrate outstanding teaching, particularly during whole-group activities. For example, while singing popular rhymes, they make excellent use of simple props to actively engage the interest and enthusiasm of each child.
- Senior staff work together effectively, providing strong role models for the rest of the staff team. Management constantly reviews and evaluates the service provided, taking account of the views of staff, parents and local authority advisers to help improve outcomes for children.
- Well-established routines are used very effectively to promote high levels of confidence and self-esteem in each child. Staff are very sensitive and caring in their interactions and provide each child with high levels of support to ensure their individual needs are very well met.
- All children are developing the key skills to support their move on to school.

### It is not yet outstanding because:

- Newly implemented ways of providing staff with more effective feedback to help them to raise the quality of their teaching to the highest level are not yet fully embedded in practice.
- Information gained from tracking the progress of different groups of children is not yet used effectively to help to fully identify and swiftly target any emerging gaps in the educational programme.

## What the setting needs to do to improve further

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

- provide all staff with more effective guidance and support to help them to make even better use of learning opportunities across all areas and raise the quality of their teaching to a higher level
- strengthen monitoring of the progress of different groups of children to help identify and target more effectively any gaps in the educational programme to help children to make consistently rapid progress in all areas of learning.

### 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 children and staff during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the setting coordinator and the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend the correct level of training to help them to protect children and keep them safe from harm. Staff are confident about what to do if they have any concerns about the welfare of a child in their care. Staff implement robust policies and procedures to promote children's good health, safety and welfare. Management follows secure recruitment procedures to ensure staff are safe and suitable for their role. Staff have good opportunities to attend a range of relevant training opportunities to help them to improve their practice. Currently the setting is working with the local authority to review and develop further the provision they provide for two-year-old children. Termly supervision meetings provide opportunities for staff to discuss their role and any concerns they may have with the pre-school leader.

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

Staff use observation and assessment effectively to plan for what individual children need to learn next. Parents are closely involved in their children's learning. Staff provide useful guidance and advice to help parents to support their child's learning at home. Planning is firmly based around children's changing interests to promote their engagement. Children enthusiastically act out familiar roles, such as going to the car wash. Mathematics is supported particularly well within the setting. Staff introduce mathematical concepts into children's play using effective questioning skills to encourage children to solve simple problems for themselves. Adult-led activities are used very well to provide most-able children with high levels of challenge to extend their learning.

### Personal development, behaviour and welfare are outstanding

Staff make exceptional use of children's achievements from home to help them develop high levels of self-confidence and a positive sense of themselves. During whole-group times, children are eager to share their news and are happy to wait their turn while listening with interest to what other children have to say. Parents and carers are highly complimentary. They praise staff for being incredibly supportive and knowing children so well. They offer comments, such as, 'Staff work exceptionally well with other professionals supporting my child'. Children are well behaved and respond well to the high expectations of staff. Children are happy and well settled and form close attachments to all staff. Children benefit from plenty of physical exercise in the fresh air. They are able to develop confidence in their own physical skills in a safe environment.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, progress well from their starting points. Children listen carefully to adults and each other. They learn to show respect and tolerance towards the views of other children. Older, most-able children demonstrate exceptional mathematical understanding for their age. Children proudly take responsibility for simple age-appropriate tasks, such as getting their own coat before going outside or carefully carrying a jug of milk at snack time.

## Setting details

<b>Unique reference number</b>	251614
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1090296
<b>Type of provision</b>	Sessional 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 - 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Risby Pre-School & Childcare Services Committee
<b>Registered person unique reference number</b>	RP523541
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01284 810794

Risby Preschool and Childcare Services registered in 1994. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications. Seven members of staff hold qualifications at level 3 and one at level 6. The pre-school provision opens Monday to Friday, during term time only. Sessions are from 9.15am until 3.15pm. Additionally, the setting also offers a before and after school wrap-around service, from 8am to 9.15am and from 3.15pm until 6pm, with a holiday club during most school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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