

The First Stop Preschool

C/o Trimley St Mary Primary School, High Road, Trimley St. Mary, Felixstowe, IP11 0ST



Inspection date	28 June 2017
Previous inspection date	9 May 2014

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

- The managers lead the pre-school well. Systems for evaluating the provision are effective and contribute to the drive for excellence in all areas.
- Staff know the children well and provide a varied range of activities to support their learning. They plan activities rooted in children's interests and support them well as they get ready for school. The quality of teaching is good.
- Partnerships with parents are friendly and trusting. Parents are kept fully informed about how well their children are learning and developing.
- Staff support children's speech and language development effectively. They use a range of methods including, signing and pictorial prompts to support children's developing vocabulary and understanding. Staff engage children in conversation, ask questions to challenge their thinking and actively listen to what they have to say.
- Staff are caring towards the children. Children develop secure emotional bonds with staff. Their key person supports those children who do not separate readily from their main carer well.

It is not yet outstanding because:

- On occasions, staff do not give the children the opportunity to complete activities of their choice before moving on with the routines of the day.
- Sometimes, staff do not make the best use of opportunities to help promote children's interest in books and their early reading skills.

What the setting needs to do to improve further

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

- support children in completing their self-chosen tasks
- build on the opportunities children have to develop their interest in books and practise their early reading skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and held a meeting with the provider and pre-school manager.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as the suitability of staff working in the pre-school and their qualifications. The inspector also looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure staff have a good awareness of the indicators of abuse and know how to report any concerns. They monitor the quality of staff practice and children's progress effectively, to ensure that children make good progress from their starting points. Managers identify and address gaps in children's learning effectively helping them to catch up. Managers and staff are enthusiastic and work well as a team to meet children's individual care and learning needs. Managers respond to staff's enthusiasm about their professional development and encourage them to implement what they have learnt. For example, recent training about early literacy has helped staff to deliver the teaching of letter sounds in fun ways that children enjoy. Managers and staff have established strong partnerships with the host school that fully supports children to prepare for the next stage in their learning, such as moving to school.

Quality of teaching, learning and assessment is good

Staff observe children as they play and evaluate their observations well. They identify and plan for children's individual learning needs, including those who have special educational needs. All children benefit from a range of interesting toys and resources. Staff engage in children's play and support their learning well. They help children to play imaginatively. They went on make-believe picnics and made pretend phone calls to book flights at the role-play travel agents. Staff extended the play to include writing out booking forms, supporting children's early writing skills and their understanding that print carries meaning. Children enjoy stories, songs and rhymes. They join in with repeated refrains and learn about rhythm as they join in activities using musical instruments.

Personal development, behaviour and welfare are good

Children are happy, settled and feel secure in their relationships with staff. Managers implement the key-person system well. Key persons make sure that they meet children's care and learning needs. Staff talk to children about their families and home life, enhancing their sense of identity. Staff help children to play safely. For example, they remind children not to throw sand as it might go into someone's eyes and hurt them. Staff talk to children in a calm manner, gently reminding them about the need to share, take turns and respect the opinions of others. They have recently held an election where children voted for an activity to do together. Staff counted the number of votes with the children and carried out the highest scoring activity. Children are familiar with the consistent routines and enjoy the responsibility of carrying out small tasks.

Outcomes for children are good

All children make good progress from their starting points. They develop the key skills needed for school. Children are confident and independent. They are motivated to play and learn. Children manage self-care routines relevant to their age. They develop their physical skills using the varied equipment both indoors and outside. On arrival, children are encouraged to find their written name from the display board. Children give meaning to the marks they make and are encouraged to write their name on their artwork.

Setting details

Unique reference number	251484
Local authority	Suffolk
Inspection number	1087708
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	25
Number of children on roll	60
Name of registered person	The Committee Of The First Stop Preschool Committee
Registered person unique reference number	RP910543
Date of previous inspection	9 May 2014
Telephone number	01394 270007

The First Stop Preschool registered in 1986. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 2 and above. One member of staff holds a qualification at level 6. The pre-school opens from Monday to Friday during term time. Sessions are 8.45am to 11.45am and from 12.20pm to 3.20pm.

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