

# Blundeston Pre School

Social Club Lakeside Rise, Blundeston, Lowestoft, Suffolk, NR32 5BE



## Inspection date

Previous inspection date

7 September 2017

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

- Staff provide a safe, well resourced and highly stimulating environment indoors and outside that engages children and motivates them to learn. This has a positive impact on their well-being, confidence and independence as children have lots of fun, enjoy playing and exploring the environment.
- Staff are kind and responsive to children. They deploy themselves well to provide children with the support they need to extend their learning. Staff use calm and consistent strategies to help children understand the expected rules for behaviour. Children are caring and thoughtful towards each other and develop secure friendships.
- Staff know the children well. They plan opportunities for the children using information from assessments they make of children's capabilities. This ensures that each child is provided with interesting and challenging experiences to help them progress well.
- The management team demonstrates a strong commitment to providing high-quality care and education. They regularly evaluate the pre-school, which helps them to identify and effectively target areas for improvement.

### It is not yet outstanding because:

- New systems for monitoring staff performance do not fully support staff and drive ongoing improvements that raise the quality of teaching to a higher level.
- Staff have not fully introduced effective ways of involving all parents in their child's learning.
- The system for monitoring children's progress in order to get a clearer overview of progress relating to specific groups of children is still being developed.

## What the setting needs to do to improve further

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

- extend the performance management systems further to continue to strengthen and improve on the good practice to raise the quality of teaching to the highest level
- strengthen parents' involvement in children's ongoing learning to help provide all children with more consistent support between home and pre-school
- implement the monitoring practices to ensure that the learning and progress being made by different groups of children is clearly understood, so all staff can target the teaching more precisely.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed a focused activity and evaluated the quality of teaching with the pre-school supervisor.
- The inspector held meetings with the pre-school supervisor and committee members. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff receive training updates and are aware of their responsibilities to keep children safe and protected from harm. Staff have a secure knowledge and understanding of the safeguarding procedures. They know how to act promptly should they have concerns about the welfare of a child. Regular risk assessments of the premises help to identify and reduce hazards. Staff ensure that the premises is secure and that ratios are maintained. The management team follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. They support staff to attend training to extend their knowledge and acquire new skills. This contributes to effective changes in practice and has a positive impact on children's learning and development. Parents are very positive about the pre-school.

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

The well-qualified staff have a good knowledge of how children learn. They consistently engage with the children, getting down to their level and interacting purposefully as children play together. They talk to children and encourage conversation to help develop their language and thinking skills. For example, children are encouraged to observe and think about what is happening to make colours change during the adult-led science experiment. They are confident to speak in a group and share their ideas. Children thoroughly enjoy exploring the natural environment. They show curiosity and ask questions, such as about insects they find in the garden. They engage in sensory play, experimenting with sand, water and soil. Children initiate role play and are highly imaginative. They enjoy many opportunities to develop their early writing skills.

### Personal development, behaviour and welfare are good

Children build secure emotional attachments to staff who are sensitive to their needs. Key persons gather information from parents, which they use to help children settle when they first start attending. Children are confident, even the youngest children are keen to talk to visitors about what they are doing. Staff foster children's independence well. Children confidently access resources and initiate their own play. They make decisions, such as when to have their snack, and manage their self-care well as they help chop fruit, pour their drink and tidy away after themselves. Praise is used effectively to acknowledge positive behaviour and promote children's confidence and self-esteem. Children show determination and sense of achievement when they complete a task.

### Outcomes for children are good

Children, including those for whom the pre-school receives additional funding, make good progress. They are beginning to link letters to sounds, recognise their own name and familiar words in the environment and frequently use mathematical language as they play. Children develop an enjoyment of books and demonstrate good listening skills when following instructions. They learn valuable social skills and develop positive attitudes to learning that help prepare them for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY501183
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1109202
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Blundeston Pre School Committee
<b>Registered person unique reference number</b>	RP523261
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07921579984

Blundeston Pre School registered in 2016 and is run by a committee. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 8.30am to 5.30pm all year round. The pre-school provides funded early education for two-, three- and four-year-old children.

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