

Witnesham Area Pre-school



Witnesham CP School, High Road, Witnesham, IPSWICH, SUFFOLK, IP6 9EX

Inspection date

26 September 2017

Previous inspection date

13 June 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

- Reflective practice is embedded into the self-evaluation process. An action plan for improvement is in place that is challenging but achievable, to bring out continuous improvement to the quality of teaching and learning, and ensure that children are kept safe from harm.
- Strong partnerships with the host school have been established. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Staff know the children well. They talk confidently about where children are in their learning and development, and what they need to do to support their continuing progress. Staff are confident to use their findings in planning.
- Children are happy and settled in this welcoming pre-school. They develop secure emotional attachments to their key person and other staff, readily going to them for a chat and for support with activities.

It is not yet outstanding because:

- Staff do not organise the learning environment well enough to fully support children to play and explore independently.
- Staff do not make the best use of the resources to encourage children to engage in imaginative role play based on their own experiences.
- Management does not identify or monitor gaps consistently in the attainment levels between groups of children, so that steps can be taken to close them.

What the setting needs to do to improve further

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

- build on opportunities that children have to explore, select and use toys and resources independently
- focus more closely on supporting children to engage in imaginative role play based on their own experiences
- put in place systems for tracking different groups of children so that any gaps in learning can be identified and addressed at the earliest opportunity.

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 at appropriate times throughout the inspection. She completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the provider. They also discussed self-evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the pre-school, activity planning, children's records and policies.
- 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

The pre-school management team is effective in driving improvement. The management team and staff demonstrate a strong commitment to achieving a good-quality provision. Staff's professional development is actively encouraged. One member of staff has recently attained a relevant qualification at level 2 and another is due to complete her level 3 award. Regular supervision and appraisal takes place. In addition, staff practice is observed and monitored by the manager, helping to ensure that the quality of teaching is consistently strong. Staff are enthusiastic and work well together as part of a friendly and motivated team. Partnerships with parents are well established. Staff are committed to working together with parents and keep them fully informed about their children's day and learning. Safeguarding is effective. Staff know how to report any concerns to help protect children's emotional and physical well-being.

Quality of teaching, learning and assessment is good

Staff plan and provide a wide range of activities that supports children's good progress. They identify and plan for children's individual learning needs, including children who have special educational needs and/or disabilities. Teaching is consistently good. Staff respond well to the short concentration span of younger children. They react well to children's changing interests and extend activities to support their learning. For example, when a member of staff finds a caterpillar children show a good interest in it. They put the caterpillar into a magnifying pot to examine it more closely. Staff extend this to introduce information books about caterpillars and a floor puzzle that depicts a caterpillar. Staff support children's speech and language development effectively. They use signing to help support children's developing vocabulary. Staff engage children in conversation, ask questions to encourage them to think and actively listen to what they have to say.

Personal development, behaviour and welfare are good

Children are happy and settled in this welcoming pre-school. They develop secure emotional attachments to their key person and other staff, readily going to them for a chat and for support with activities. The key-person system is implemented well. Key persons build friendly and trusting relationships with parents and children. They make sure that children's care and learning needs are met. Parents report that they find staff friendly and approachable. They appreciate that staff foster a homely environment. Children respond well to the high expectations of staff. They understand the consistent rules and play well together. Children have regard for each other's needs and feelings. They are familiar with the regular routines, supporting their sense of belonging.

Outcomes for children are good

Staff monitor the progress of individual children to ensure that they are making progress in all areas of learning. Children are confident learners who are developing the key skills needed to be ready for school. They manage their personal hygiene relevant to their age and level of understanding. Children develop their physical skills in the garden. They understand that print carries meaning, readily sitting with staff to look at books together.

Setting details

Unique reference number	251726
Local authority	Suffolk
Inspection number	1087714
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 11
Total number of places	16
Number of children on roll	16
Name of registered person	Witnesham Area Pre-School Committee
Registered person unique reference number	RP523820
Date of previous inspection	13 June 2014
Telephone number	01473 784934

Witnesham Area Pre-school registered in 1974. There are four members of childcare staff. Of these, three hold relevant early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am to 3pm on Monday, Wednesday, Thursday and Friday. On Tuesday, the pre-school closes at midday. A breakfast club is offered for pre-school children and school-aged children, during term time. Sessions are from 8am until 8.45am when school-aged children are escorted to the school playground.

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