

<b>Inspection date</b>	23 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management leads the setting well. Systems for evaluating the provision are effective and contribute to the drive for excellence in all areas. Staff are passionate, enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs.
- Staff establish good partnerships with parents and support an effective two-way flow of information. Parents highly value the caring nature of the staff and appreciate the support given with child-rearing practices and family difficulties.
- Staff observe children and evaluate their observations well. They accurately identify what they need to do to support children's continuing learning and development.
- Staff wait until children have settled into the setting and decided for themselves to which member of staff they wish to build the closest bond. Management allocates the child's chosen adult as the named person to take responsibility for the child's daily well-being and plan for their learning and development. Children are happy and settled in this welcoming and friendly setting.

### It is not yet outstanding because:

- Management has not fully developed opportunities for staff to share their skills and learn from their colleagues, to improve their good practice, teaching and learning further.
- Staff sometimes interrupt children's play and learning. They do not give children opportunity to complete activities of their own choosing before moving on with the routines of the day.

## What the setting needs to do to improve further

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

- give children time to complete their self-chosen activities
- increase the opportunities available for staff to learn from their colleagues, to continue to strengthen and build on the good practice.

### 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 and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, 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.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff are committed to providing a high-quality care and learning experience for all children. They embed reflective practice fully into the self-evaluation process. Management seeks the views of parents and children when planning for improvement. There is an effective system of supervision, providing staff good levels of support personally and professionally. Staff are keen to attend training and act on their learning. For example, they have revised the outdoor provision in response to training about providing for two-year-old children. Safeguarding is effective. Children play safely in the setting. Management monitors the learning and development requirements effectively to ensure that children are making good progress from their starting points. They identify and address gaps in children's learning effectively.

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

Staff find out about children's starting points through their discussions with parents and written records. This helps to ensure that they are immediately able to plan for children's continuing learning and development. Children benefit from a range of interesting resources, indoors and outside. Staff know the children well and support them in purposeful play. They are actively engaged in the children's play and extend activities to promote children's learning. For example, when children play with the small-world train and track, staff seize the opportunity to encourage them to count the number of carriages. Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversations, challenge their thinking and give them time to consider questions before answering.

### Personal development, behaviour and welfare are good

Staff are exceptionally caring towards the children. They tailor the settling-in procedures to the individual needs of children and parents. Children come into the setting readily and develop secure emotional bonds with staff. Staff know about children's home lives and talk to them about their families, enhancing their sense of belonging. Children behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner. They use consistent ground rules that help children to understand expectations. Inclusion is at the heart of everything that staff do in this pre-school. They place importance on identifying and planning for children's individual needs, and support children to develop a positive sense of themselves and others.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They are independent and motivated learners who readily choose from the activities provided. Children enjoy small-group times where they learn about initial letters and sounds. They develop their physical skills in the garden and the physical play sessions indoors. Children manage their personal hygiene relevant to their age.

## Setting details

<b>Unique reference number</b>	EY495759
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1034367
<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 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Kyzone Kidz Ltd
<b>Registered person unique reference number</b>	RP535047
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01394 610114

Kyzone Kidz registered in 2015. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to midday. The setting also runs a breakfast club and an after-school club from the same premises. The breakfast club runs from 7.30am to 9am and the after-school club from 3.15pm to 6pm. There are nine members of childcare staff, seven of whom hold relevant early years qualifications at level 3 or 4. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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