

# Heathlands Community Pre School and Out of School Club



Chatsworth Drive, Rushmere St. Andrew, Ipswich, IP4 5XD

<b>Inspection date</b>	18 April 2018
Previous inspection date	21 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is outstanding, inspirational and exciting. Staff challenge children's thinking skills at every opportunity. This helps children to become confident and inquisitive learners who delight in investigating and finding out about new things.
- The provision for children who prefer to learn outdoors is particularly motivating and well resourced. Children choose to spend their time exploring aspects of nature first hand and make excellent use of the extensive range of realistic tools and equipment.
- Information sharing with parents, the host school and other professionals helps each child's key person to develop an in-depth understanding of their individual needs and interests. All children, including children who have special educational needs (SEN) and/or disabilities, experience exceptional continuity in their care and learning.
- Staff exude enthusiasm and warmth towards the children. They foster close relationships and exploit every opportunity to boost children's self-esteem.
- Excellent use is made of a comprehensive range of training and reflection opportunities. This helps staff to continuously enrich their existing qualifications and skills. New teaching initiatives are effectively implemented and often shared to inspire the improvement of other early years settings, both locally and nationally.

## What the setting needs to do to improve further

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

- continue to implement plans to extend the opportunities for children to enhance their already excellent skills in speaking.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the pre-school manager and two members of the management committee. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views expressed in written testimonials and questionnaires.

### Inspector

Sarah Clements

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. Comprehensive policies and procedures, including those for child protection, help staff to fully understand their role in keeping children exceptionally safe and secure. All staff know exactly what action they must take if they are concerned for the welfare of a child. The management is diligent in making sure that all staff and committee members complete rigorous checks to confirm their suitability to be in contact with children. The progress made by individual children and groups of children is continuously monitored. This helps to ensure that any emerging gaps or trends in children's learning are swiftly identified. Morale is incredibly positive across the staff team. The management inspires staff to make the most of their individual skills and provides purposeful opportunities for reflection and evaluation. This helps to drive the outstanding teaching and excellent outcomes for children.

### **Quality of teaching, learning and assessment is outstanding**

Staff have an exemplary understanding of children's abilities and are meticulous in their planning of activities. They make highly skilful use of demonstration and offer a running commentary of children's play. This helps to foster children's communication and language skills very well. Staff intend to continue developing their plans to introduce new teaching techniques and enrich children's speaking skills even further. The creative use of puppets, sign language and varying tones of voice helps to capture the attention of all children during group activities. Staff provide a designated indoor space and interesting resources for children to rotate, pull, hide in and roll over. This helps enhance children's muscular control, standing them in excellent stead in developing skills, such as writing.

### **Personal development, behaviour and welfare are outstanding**

Children have a superb settling-in experience. For example, staff offer an initial visit to children in the familiar surroundings of their own home. This helps children to establish a highly reassuring bond with their key person and promotes their emotional well-being exceptionally well. Staff develop precise care plans for children who have SEN and/or disabilities. They work very closely with parents and other professionals to meet children's specific medical needs and provide excellent individualised care. Children's behaviour is excellent. Meaningful praise and highly positive role modelling helps children to have the highest regard for others. There is an extremely sharp focus on helping children to make healthy choices. For example, children are provided a nutritionally balanced breakfast and staff involve them in making a nutritious fresh fruit smoothie.

### **Outcomes for children are outstanding**

Children, including those in receipt of additional funding, often exceed expectations in learning given their starting points. They are resilient, inquisitive and eager to learn. They develop excellent skills needed for their future learning at school. Children listen intently and make insightful contributions during group activities. They delight in making marks using different media. For example, older children write clearly recognisable words on paper and use these as labels and displays in the environment.

## Setting details

<b>Unique reference number</b>	251516
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1134063
<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 - 11
<b>Total number of places</b>	67
<b>Number of children on roll</b>	181
<b>Name of registered person</b>	Heathlands Community Pre-School Committee
<b>Registered person unique reference number</b>	RP909024
<b>Date of previous inspection</b>	21 November 2014
<b>Telephone number</b>	01473 417517

Heathlands Community Pre School and Out of School Club registered in 1980. The setting employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications ranging from level 2 to level 7. One member of staff holds qualified teacher status. The setting also employs an administrator and administration assistant. The setting opens from Monday to Friday during term time. Pre-school sessions operate from 8.45am until 3.15pm. The setting also offers a breakfast club from 7.30am to 8.45am and an after-school club from 3.20pm to 6pm. The pre-school provides funded early years education for two-, three- and four-year-old children.

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