

Somerleyton Pre School

The Village Hall, The Street, Somerleyton, Suffolk, NR32 5QB



Inspection date

11 May 2018

Previous inspection date

18 March 2015

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 children enjoy their time at this village pre-school. They play happily, form secure bonds with the staff and choose what they would like to play with and learn about.
- Staff provide children with interesting learning experiences. They make the most of their local area to help children find out about the world. For example, children talk with excitement about their recent farm visit, where they fed the lambs and collected eggs.
- Children, including those who speak English as an additional language, make good progress in their learning and are well prepared for school. Children listen attentively during group activities. They sing songs, talk about the weather, count and enjoy looking at books.
- The qualified manager is a good teacher and role model. She makes learning enjoyable and varied for children. For instance, children respond well when she pretends to forget the sound that each letter represents and they enthusiastically help her to 'remember'.
- Children have lots of opportunities for physical development. They enjoy dancing to classical music and excitedly ride on hobby horses, pretending to go over the 'jumps'.

It is not yet outstanding because:

- Support for staff is not rigorous enough to enable them to consistently reflect on their practice and identify ways to improve teaching to the very highest level.
- The manager does not consistently carry out robust evaluation of all aspects of the pre-school provision to further target specific areas for future improvements.

What the setting needs to do to improve further

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

- enhance coaching and professional development for staff, identifying further ways to develop their teaching skills to the highest level
- devise even better ways to evaluate the quality of the pre-school to rigorously target specific areas for future improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held discussions with the pre-school manager at appropriate times.
- The inspector looked at relevant records and documentation, including the safeguarding policy and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has worked closely with the local authority to check that the pre-school meets statutory requirements, such as notifying Ofsted of changes to committee members. Staff carry out regular risk assessments of the premises and of any pre-school outings. The manager monitors children's learning. For example, she uses a tracking system to check on the progress of individuals and groups. She uses this information to check that children achieve age-related expectations and to address any gaps in their development. Staff attend mandatory training, such as renewing their first-aid qualifications. They research some new ideas on the internet, for example, to find inspiration for children's art projects.

Quality of teaching, learning and assessment is good

Children are motivated and engaged in their play. Staff observe what children can do and plan activities to help them achieve the next steps in their learning. Children have good opportunities to find out about nature and the world around them. For example, they attend specialist sessions where they explore a forest, make dens and splash in muddy puddles. Children excitedly talk about a wild boar called 'Mr Cuddles' that they saw on a recent farm outing. Staff extend children's interest in this, for example, by helping children create their own 'wild boar' with craft materials. Staff encourage parents to share information about their children's development when they start at the pre-school. For example, they help them understand what to expect from their children at different ages and share information about what their children can already do and understand.

Personal development, behaviour and welfare are good

Children behave very well at the pre-school. They learn to take turns, such as using a timer as they wait for their turn to ride on the rocking horse. Children are encouraged to develop friendships. They hold hands with their friends and staff as they sing, 'The more we are together the happier we will be'. Parents are involved in children's well-being. Staff talk daily to parents to find out about children's activities and interests. When parents request they would like more encouragement for children to brush their teeth, staff help children to learn about keeping their teeth healthy. For instance, they share stories together to help children to be more motivated to brush their teeth at home. Children have lots of opportunities for fresh air and to exercise their muscles. Staff help children become familiar with the local school. For example, the manager goes with children for their first school visit to help them get to know the teachers and routines.

Outcomes for children are good

Younger children settle well. They play alongside their friends, talk clearly in sentences and communicate their needs. Older children talk together to negotiate plans. They confidently count objects and recognise numerals. Children show good technology skills. For example, they use a remote control to instruct a robot and use a camera to take pictures of the potatoes they are growing outside.

Setting details

Unique reference number	251633
Local authority	Suffolk
Inspection number	1090298
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	9
Name of registered person	Somerleyton Pre School Committee
Registered person unique reference number	RP523428
Date of previous inspection	18 March 2015
Telephone number	07837903344

Somerleyton Pre School registered in 1980. The pre-school operates each weekday morning, term time only. Sessions are from 9.30am to 12.30pm. There are four members of staff. Two members of staff hold qualifications at level 2. The manager holds a qualification at level 3 and one member of staff holds qualified teacher status. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

