

# Emmanuel Pre-School

Emmanuel Church Rooms, Rose Lane, Bungay, Suffolk, NR35 1DQ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 29 June 2018     |
| Previous inspection date | 25 February 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 manager works very well with her staff team to provide a nurturing and welcoming environment for the children who attend. The staff regularly discuss the success of the activities they provide and how they could develop these to extend children's learning.
- Children make good progress. Older children are learning the skills they need for their imminent move on to school. Staff are proactive and work well in partnership with the local schools. They invite the teachers to visit children and discuss their individual needs. They arrange for children to visit their new school.
- The qualified staff make excellent use of their local community to help children to learn about where they live. For instance, they take them on lots of walks to nearby parks and the river. Children thoroughly enjoy these visits. They climb, explore and use their senses to investigate the wildflowers and identify different types of leaves.
- Children are quickly developing their independence. They do lots of things for themselves and staff help them to learn about their own self-care. Children pour their own drinks, cut fruit to eat and learn about why they need to wear sun hats on a hot day.

### It is not yet outstanding because:

- Although staff often help children to say numbers in order and count objects, they occasionally miss opportunities to help older children solve mathematical problems.
- Staff do not enhance children's early reading skills to the highest level.

## What the setting needs to do to improve further

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

- make the most of opportunities for older and most-able children to identify and solve mathematical problems
- create more opportunities to support children's emerging reading skills.

### Inspection activities

- The inspector observed activities indoors and outdoors, including accompanying the pre-school children on a local visit. She assessed the impact these activities have on children's learning.
- The inspector evaluated the success of activities with the manager.
- The inspector checked documentation, including evidence of the suitability of staff working in the pre-school, accident records, and safeguarding policies and procedures.
- The inspector held discussions with the manager, staff and children at appropriate times.
- The inspector spoke to parents to obtain their views and looked at questionnaires they had completed for the pre-school.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff show a clear understanding of the signs and symptoms of abuse. They know whom to contact if they are concerned about a child's welfare. Staff manage risks well. They help children to stay safe while on outings. For example, they teach them to hold onto a 'walking rope' and help them to check for traffic when they cross the road. Staff regularly check areas for hazards to minimise any risks. Staff have supervisory meetings. They discuss how they can continue to improve the quality of their teaching and identify training needs. Staff recently attended training to extend their knowledge of how they can further support children who have an autistic spectrum disorder. The manager checks on the progress of groups of children to check for any gaps in learning and help them catch up with their peers.

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

Staff have very good knowledge of children's individual needs. They carry out regular observations, which they use to make detailed assessments of children's learning. Staff carefully track children's progress. They quickly notice if a child needs some extra support in a particular area of learning and address this through well-planned activities. Staff are skilled at developing children's observations of the world around them into learning opportunities. For example, during a walk through the town, they help children compare textures of stone and bricks, describe shapes and watch their shadows. Children have lots of opportunities to develop the skills they need for writing. For example, they develop their hand-to-eye coordination as they cut pieces of lavender to poke into play dough. Staff share children's next steps in learning with parents to help them to support their children at home. Parents speak very highly of the pre-school and staff.

### Personal development, behaviour and welfare are good

Children behave well at the pre-school. They quickly settle and develop good bonds with staff. Children are very confident. They are motivated to learn and very keen to share their interests. Children have lots of opportunities to gain fresh air and exercise. They enjoy regular walks and have fun as they run down the hill at the local park. Parents are very pleased with the communication and support they get from staff. They talk about how staff support well with potty training, giving advice and tips to help children at home. Children have fun at the pre-school and enjoy the time they spend there.

### Outcomes for children are good

Outcomes for children of all ages are good. They make high levels of progress with their understanding of the world around them. Children explore using their senses, make decisions and talk about their choices. Younger children learn to follow rules and routines, and start to extend their vocabulary. Older children talk clearly in full sentences. They are inquisitive and readily make links between their learning at pre-school and their home lives. Additional funding is spent very well to help children catch up in their learning and give them additional experiences, such as trips and visits.

## Setting details

|  |                               |
|--|-------------------------------|
| <b>Unique reference number</b>                   | 251428                        |
| <b>Local authority</b>                           | Suffolk                       |
| <b>Inspection number</b>                         | 1090281                       |
| <b>Type of provision</b>                         | Sessional provision           |
| <b>Day care type</b>                             | Childcare - Non-Domestic      |
| <b>Registers</b>                                 | Early Years Register          |
| <b>Age range of children</b>                     | 2 - 5                         |
| <b>Total number of places</b>                    | 25                            |
| <b>Number of children on roll</b>                | 26                            |
| <b>Name of registered person</b>                 | Emmanuel Pre-School Committee |
| <b>Registered person unique reference number</b> | RP523471                      |
| <b>Date of previous inspection</b>               | 25 February 2015              |
| <b>Telephone number</b>                          | 01986 895999                  |

Emmanuel Pre-School registered in 2000 and is run by a committee. The pre-school is open Monday to Friday from 9am to 3pm, during school term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs four members of childcare staff and one member of bank staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 4.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

