

Stanton Pre-School

Upthorpe Road, Stanton, BURY ST. EDMUNDS, Suffolk IP31 2AW



Inspection date	11 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The manager is a reflective practitioner and continually seeks ways to enhance the provision further. She uses her own research to identify how to enhance the learning environment. She takes account of children's progress to ensure that the provision is targeted to their needs.
- Staff know the children well and they regularly assess children's level of development. They work closely with parents to support children's learning. Parents comment positively about the progress children make and their readiness for school.
- Children are busy and active throughout the day. They engage well in the interesting activities that staff plan for them. Older children are eager to try new tasks, such as writing their name. Younger children are settled and confident in the pre-school.
- Staff are good role models. They communicate effectively with each other. They teach children to be kind to their friends and support them to resolve issues for themselves. Children help each other during activities and are happy to share resources.
- Staff support children to become independent. Children show determination when they get themselves dressed into costumes. They eagerly help to tidy away resources. They safely use knives to prepare their snack and clear their plates away afterwards.

It is not yet outstanding because:

- While staff join in with children's play and follow their interests, they do not consistently offer children highly challenging opportunities to help them to make rapid progress.
- The manager does not provide high levels of targeted support to help staff, including those in specialised roles, to become highly confident in their role and to demonstrate high-quality teaching skills.

What the setting needs to do to improve further

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

- enhance the quality of teaching so that staff use every opportunity to extend children's learning and engage them in highly challenging learning opportunities
- strengthen the support given to staff and provide them with highly targeted opportunities to help them to enhance their skills and knowledge, and become inspirational practitioners.

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 and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that may indicate a child is at risk of harm. They know the procedures that they must follow to ensure they pass information on swiftly and to the relevant professionals. The manager follows safe recruitment procedures. She completes robust checks to ensure that only those suitable to work with children do so. The premises are safe and secure. Staff are vigilant. They encourage children to identify and manage risk for themselves, such as when balancing on play equipment. The manager develops effective partnership working with the local schools. She works with them to ensure children gain the skills needed for when they start school. The manager engages with the local community to enrich children's experiences in the pre-school.

Quality of teaching, learning and assessment is good

Staff quickly identify where there are emerging gaps in children's learning. They plan targeted learning opportunities according to children's needs. Staff talk to children and model language throughout the day. They introduce a broad range of vocabulary for children to hear and repeat. Children communicate effectively through language and gesture. They learn about the wider world and greet each other using simple words from different languages. Children enjoy listening to stories. Staff bring stories to life and children take their learning outdoors to act out the story. Staff use children's interests to secure their engagement in activities. Children show their interest in a wide range of learning opportunities. They use jugs and containers to pour and transport water. They play imaginatively and pretend to go shopping using the available resources. Children extend their learning and write shopping lists and act out familiar scenes from home.

Personal development, behaviour and welfare are good

Children develop secure bonds to staff. They happily play alongside staff and welcome them into their play. Staff talk to children about their lives outside of the setting. This helps children to feel valued. Staff praise children often to boost their confidence and self-esteem. Children enjoy physical play. Outdoors, they balance on an obstacle course that they designed themselves. Staff supervise children closely and allow them to take small risks. Children freely access resources of choice. They use a hosepipe to fill up the water tray. Staff encourage them to warn other children of the tripping hazard and to put it away safely once they have finished. Staff encourage children to eat healthily and to try new food. Children learn to identify different fruits. They use their senses to touch and smell the fruit.

Outcomes for children are good

Children progress well from their starting points. They are confident and develop good social skills. They follow rules and boundaries and listen carefully to staff. Children are active and eager learners. They enjoy participating in activities and are open to new learning. They are determined and show good concentration in focused activities. Children gain key skills that prepare them for the challenges in their future learning.

Setting details

Unique reference number	EY539440
Local authority	Suffolk
Inspection number	10077206
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	50
Name of registered person	Stanton Parents And Under Fives Committee
Registered person unique reference number	RP909027
Date of previous inspection	Not applicable
Telephone number	01379 650134

Stanton Pre-School registered in 2016. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 4pm on Mondays, Tuesdays and Thursdays and from 8am until 5pm on Wednesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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