

Holbrook and District Pre-school Playgroup

Holbrook Primary School, The Street, Holbrook, Ipswich, Suffolk IP9 2PZ



Inspection date	15 November 2018
Previous inspection date	15 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

This provision is good

- The manager and staff are enthusiastic and reflective. This has a positive impact on the quality of the provision. Children are happy to arrive, settle quickly and are keen to join in with interesting activities.
- Staff encourage children to notice changes in the weather and season. Children choose from a selection of images for their 'today board' to illustrate the weather that day. This helps to build children's understanding of the world.
- Children grow in confidence. They approach staff to help with their creative ideas. For instance, they ask if staff can help them make a strap for a big drum they have made. Children also begin to play cooperatively. For instance, they work together to dig a big hole in the sandpit.
- Children develop a love of literacy. They enjoy looking at books in a group and alone. From a young age, children select books, turn the pages and read aloud to themselves. They also choose books to take home from the setting's library.
- Parents appreciate the friendly and welcoming staff. They praise how well their children settle and how happy they are to attend. Parents comment on the variety of activities and outings that children enjoy.
- Initial assessments of children's levels of learning and development do not make the best use of information from parents to identify children's starting points at the earliest possible stage.
- Supervision arrangements do not always provide staff with targeted feedback based on evaluations of individual's practice to enhance their personal effectiveness even further.

What the setting needs to do to improve further

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

- enhance opportunities for parents to be involved in the initial assessments of children's capabilities, to promote children's rapid progress from the outset
- strengthen supervision arrangements to include sharply focused evaluations and incisive targets to raise the quality and effectiveness of staff practice to the highest level.

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 held a number of discussions with the manager and key committee members. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are knowledgeable about their responsibility to keep children safe and protected from harm. They understand how to refer any concerns they have about children's welfare. Parents are valued members of the setting community. They take active roles on the setting's committee and help to make changes, shaping the experiences of their children. The new manager makes changes, which are well received by parents and staff. For example, introducing parent evenings to review children's progress. Additionally, she provides staff with opportunities to complete professional training online. The setting evaluates as a team. They work together to identify areas to improve on and they implement changes, such as the development of outdoor areas or fundraising for special trips.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn and develop. They plan engaging activities, based on children's interests and identified next steps in learning. For example, they provide children who love playing instruments with the materials to make their own drums. This supports children's physical development and promotes creativity. The indoor and outdoor environments are welcoming and offer a broad range of activities. Staff teach children about different people who help them. They provide toy medical items, such as stethoscopes in the role-play area and invite local emergency services, such as the coastguard to talk and interact with the children. Staff support children's developing language skills. For example, they engage children in conversations about their lunch box items. They label new items for younger children and talk with older children about the different textures and tastes.

Personal development, behaviour and welfare are good

Staff sensitively work with parents to help children to settle in at the start of attendance. They listen carefully to children talking about their special people and things they have done at home, such as going to a party. This promotes children's emotional well-being. Children understand the rules of the setting. For instance, they change into their boots from their slippers before going outdoors. They know the daily routine, such as tidy-up time and they help staff to clear the space ready for the next activity. Staff support children's understanding of the importance of good handwashing. They talk about germs and how to stay healthy. Staff encourage children's good manners. They praise them for their kindness and remind them to say 'please' and 'thank you'.

Outcomes for children are good

All children make good progress and are prepared for their next stage in education, such as school. They gain the key skills needed for their future learning. Children begin to recognise their names. They self-register on arrival and find their names independently. This supports their early literacy skills. Children enjoy dancing and making music. They practise playing loudly, quietly and stopping as part of a musical game at circle time.

Setting details

Unique reference number	251518
Local authority	Suffolk
Inspection number	10071314
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	20
Number of children on roll	27
Name of registered person	Holbrook and District Pre-school Playgroup Committee
Registered person unique reference number	RP523502
Date of previous inspection	15 June 2015
Telephone number	01473 328414

Holbrook and District Pre-School Playgroup registered in 1977. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during term time only with sessions from 8.45am until 3.15pm. They also operate a before- and after-school club from 7.30am until 8.45am and from 3.15pm until 6pm. Occasional days are offered over school holidays. These operate from 8.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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