

Claydon Pre-School

Recreation Ground, Thornhill Road, Claydon, IPSWICH IP6 0DZ



Inspection date	29 January 2019
Previous inspection date	17 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 pre-school's management team is effective in driving improvement. Good progress has been made since the last inspection to address the recommendation raised. The management team now monitors the progress of different groups of children to ensure that any gaps in learning are identified and addressed.
- Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs. Staff demonstrate a strong commitment to achieving excellence in all areas. They reflect well on how activities meet children's individual needs.
- Staff plan and deliver an interesting and varied range of activities to support all areas of children's learning. Staff help children to make good progress in their learning and development.
- Staff pay good attention to planning for outdoors. This helps to ensure that those children who learn best from being outside can do so.
- Staff provide a welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. They build close emotional attachments to the caring staff.
- The management team does not ensure that all parents are able to access records of their children's learning, as part of keeping them informed about their children's progress.
- Sometimes, children become restless and quickly lose interest during routine, whole-group activities. Staff do not organise these well enough to support children to listen and concentrate.

What the setting needs to do to improve further

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

- explore further ways to share information with all parents about their children's learning, to encourage them to remain involved and continue to share what they know about their child
- improve the organisation of routine times to support children during group activities to listen attentively and concentrate.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The management team evaluates the provision to contribute to the drive for excellence in all areas. An action plan for improvement is in place to bring about continuous improvement to the quality of care, teaching and learning. Staff have regular opportunities for supervision to monitor their performance and foster a culture of mutual support. All staff's professional development is well supported. Staff implement what they have learnt to promote better outcomes for children. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns. They have established good partnerships with others who provide care and learning for the children. This helps to ensure that any concerns about children's care or learning can be quickly identified and managed.

Quality of teaching, learning and assessment is good

Staff know the children well. They know where children are in their learning and what they need to do to support their continuing progress. The quality of teaching is good, overall. Staff support children in purposeful play. Children enjoy exploring musical instruments and the sounds they make. Staff demonstrate how to play them and then encourage children to do it for themselves. Staff support children's speech and language development effectively. They use signing as well as the spoken word to support children's developing vocabulary. Children are invited into small-group activities to help develop their communication skills. They enjoy their time in these short sessions. The member of staff responsible for supporting children with special educational needs and/or disabilities is knowledgeable about her role, helping to ensure that children make the best possible progress.

Personal development, behaviour and welfare are good

Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. In the absence of the key person there is another named adult to ensure that children's care and learning continues to be tailored to their individual needs. Children are invited to settling-in sessions before they start in the pre-school. Staff also visit the children in their own homes, where children can get to know them in a familiar environment. Parents report that they appreciate the friendly and approachable staff. Children respond positively to the high expectations of staff. Staff talk to children in a calm, respectful manner, gently reminding them about the need to share and take turns. Children consider the opinions of others, such as voting for which story they want to hear.

Outcomes for children are good

All children make good progress from their starting points. They are well prepared for future learning, such as moving on to school or nursery. Children manage their own personal hygiene relevant to their age. They are encouraged in self-care skills, such as putting on their coat before going outdoors. Children count spontaneously as they play. Some children recognise written numerals and letters from their first name.

Setting details

Unique reference number	EY419077
Local authority	Suffolk
Inspection number	10071317
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	62
Name of registered person	Claydon Pre-School Committee
Registered person unique reference number	RP910533
Date of previous inspection	17 June 2015
Telephone number	01473 831648

Claydon Pre-School registered in 2010. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday for 50 weeks of the year. It is closed on all bank holidays and a week at Christmas. Sessions are from 8am to 4pm. The pre-school receives funding to provide free early education for two-, three and four-year-olds children.

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