

# Copdock and Washbrook Pre-school

Pheasant Rise, Copdock, Ipswich, Suffolk IP8 3LF



<b>Inspection date</b>	8 March 2019
Previous inspection date	15 December 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 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

- Children enjoy playing in the inviting and comfortable pre-school. They spend long periods of time playing actively out in the garden. This helps to support their health and well-being. Staff provide a variety of equipment and activities that cover all areas of learning effectively.
- The cohesive management team works well together with staff to ensure good-quality care and education for children. As a result, children make strong progress in all areas of their learning and enjoy their time at the pre-school.
- Staff use their good knowledge of how children learn to support them during their play. There is a good balance of adult-led activities and free play, and children thoroughly enjoy regular story and singing times.
- Children's communication, speech and language develop particularly well. Staff frequently engage with them in conversations about their activities and interests. Children learn how to listen and take account of what others have to say. These are key skills that help prepare them for their move on to school.
- Children feel safe and secure at the pre-school as a result of the strong bonds they develop with staff.
- The strategies to engage parents are not always successful at encouraging some parents to become involved in their child's learning or share information about what their child can do at home.
- At times, staff do not always vary their teaching well enough to support all children effectively to join in the activities that help to boost their confidence and motivate them in their learning.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and encourage all of them to share more about what they know their child can do at home
- help staff to vary their teaching more effectively in order to support all children with differing levels of ability to participate in all learning activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including policies and procedures, records of children's learning and staff records.
- The inspector met with the manager and provider and held discussions with them.
- The inspector carried out a joint observation of a planned activity and evaluated practice with the manager.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to recognise and respond to indicators that children may be at risk from possible abuse or neglect. The management team continually reviews what the pre-school offers. For example, any accidents at the nursery are reviewed and new practices are put in place to reduce any risk of similar accidents happening again. This helps to keep children safe. The lead safeguarding practitioner keeps up to date with new information and shares it among the staff team. They ensure that policies and procedures are robust. The manager is a good teaching role model for staff. This contributes to the consistently good teaching and the good progress that all children make. The manager monitors staff practice and identifies appropriate training to help them to continually develop their knowledge and skills.

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

Staff make regular and accurate assessments of children's development. These show that children make good progress in their learning. Staff identify what it is that children need to learn next. They provide activities that help to build children's knowledge and skills. Children particularly enjoy the learning during group activities, including reading and song time. Staff use props as well as books as children sing and participate in story time. This supports children to make links in their learning. Staff use effective teaching techniques. They sing songs to help children learn and remember new skills. For example, staff sing songs about how to use scissors and how to wash hands.

### Personal development, behaviour and welfare are good

Staff know children very well. They seek information from parents about children's likes and dislikes and their care needs. Staff get to know children's personalities and tailor what support they give according to the individuality of each child. Staff are vigilant and work well together to maintain children's safety. Staff are good role models. This supports children to learn how to be kind and respectful towards others. Pre-school children enjoy playing together. They spend time playing happily alongside school-aged children who attend before and after school and during the school holidays. This supports their social development very well.

### Outcomes for children are good

Children independently choose what they would like to play with or what activities to join. Young children enthusiastically put on their coats. They pretend that they are superheroes with their hood on their head as they thread their arms into the sleeves. Children work together to achieve their goals. For example, they help a member of staff to move a large mat to jump onto from a balancing activity. Children decide they need more and work together to lift and carry them across the garden. They show good balance and coordination as they take turns to travel across the crates and then move along the mats in a variety of ways. Children confidently express their ideas.

## Setting details

<b>Unique reference number</b>	251456
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066154
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Copdock and Washbrook Pre-School Committee
<b>Registered person unique reference number</b>	RP911469
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	01473 731047

Copdock and Washbrook Pre-school registered in 1991. The pre-school employs seven members of childcare staff. Of these, one holds early years professional status and five hold relevant qualifications from level 2 to level 5. During term time sessions run from 7.45am until 6pm, Monday to Friday. During school holidays sessions run from 8am to 6pm, Monday to Friday. The pre-school is closed on bank holidays and during the first week of August. The pre-school provides funded early education for two-, three- and four-year-old children.

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