

Nacton & Bucklesham Under 5s



The Village Hall, The Street, Nacton, Ipswich, Suffolk IP10 0EU

Inspection date	20 March 2019
Previous inspection date	4 February 2016

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

- Management has addressed the recommendations set after the last inspection. For example, they have strengthened how they work in partnership with other settings children attend. They now share information about what children know and can do. This helps to ensure that any concerns about children's care or learning can be quickly identified and managed.
- Staff have established friendly and trusting partnerships with parents; they are actively encouraged to remain involved in their children's learning, both in the setting and at home. Parents appreciate that staff provide 'a safe and fun environment where children are happy'.
- Staff help to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class. Strong partnerships have been established with the local primary school.
- Children develop close emotional attachments with staff, confidently seeking them out to share in their play. Children's good behaviour and individual efforts are given meaningful praise, supporting their self-esteem and confidence.
- Staff support children's speech and language development effectively. They engage children in conversation, ask questions and actively listen to what they have to say.
- Staff do not sufficiently encourage children to lead their own play and learning during adult-led activities. Staff direct children about what to do and do not fully sustain their interest.

What the setting needs to do to improve further

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

- strengthen teaching skills to help ensure that staff support children to explore and develop their own ideas during adult-led activities.

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 a co-manager.
- The inspector held a meeting with the provider and co-managers and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, 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. She also took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The management team and staff evaluate the quality of the provision to work towards continuous improvement. Staff are enthusiastic and motivated. They work well as a team to meet children's individual needs. There is an effective system of supervision to promote a culture of mutual support. Staff training needs are identified and met. This helps staff to meet children's individual care and learning needs. The management team monitors children's learning to ensure that they are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed. Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse and know how to report concerns.

Quality of teaching, learning and assessment is good

Staff know the children well. They identify where children are in their learning and know what they need to do to support children's continuing progress. The quality of teaching is good overall and supports children well as they develop the key skills needed for school. Children play imaginatively, based on their own experiences. For example, they use the role-play doctor's set and understand how medicines can be used to make us better. Staff observe children and support them in purposeful play. Children benefit from interesting resources that promote their natural instincts to discover and explore. Children enjoy learning about living and growing. They readily plant seeds and understand that they need water, warmth and light to germinate and grow. Children are encouraged to write labels so that they know what seeds they have planted. They write some recognisable letters.

Personal development, behaviour and welfare are good

Staff implement the key-person system well. They build friendly and trusting relationships with children and parents. Staff are committed to working together with parents and keep them informed about their children's day and learning. Parents describe staff as 'amazing staff who genuinely care about the emotional well-being of the children'. Children are happy and settled. They feel safe and secure in their relationships with staff. Children who do not separate readily from their parents and/or carers are supported well by 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, take turns and consider the needs of others.

Outcomes for children are good

Children develop a good foundation for future learning. They are confident and motivated learners. Children manage their own self-care needs, relevant to their age and stage of development. For example, they learn to take off their shoes and socks for physical activities in the hall. Children understand that print carries meaning. They enjoy making marks on paper and give meaning to the marks they make. Some children are beginning to write their first name. They listen and concentrate as staff read stories to them.

Setting details

Unique reference number	251575
Local authority	Suffolk
Inspection number	10072661
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	24
Number of children on roll	28
Name of registered person	Nacton and Bucklesham Under Fives Committee
Registered person unique reference number	RP523257
Date of previous inspection	4 February 2016
Telephone number	01473 659809

Nacton & Bucklesham Under 5s registered in 1992. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including two staff with qualified teacher status. The setting opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. On Tuesday there is a session for four-year-olds from 12.15pm to 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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