

Beck Row Pre-School

Lamble Close, Beck Row, BURY ST. EDMUNDS, Suffolk IP28 8AF



Inspection date	25 April 2019
Previous inspection date	19 January 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

- The management team reflects effectively on the service the pre-school provides. The team gathers the views of parents and staff and holds regular meetings with the pre-school committee. This helps to identify improvements to make, to continually benefit children.
- Children enjoy attending this warm, welcoming pre-school. They talk enthusiastically about their time at the pre-school and past activities they have enjoyed. Children are eager to arrive and begin playing. They join in with adult-led games, as well as starting their own play with friends.
- Staff know children well. They talk knowledgeably about each child's progress and how they help children to achieve their next steps in learning.
- Children demonstrate a sense of belonging and are proud to wear the pre-school's sweatshirts. They know the routines of the setting well and enjoy large-group activities. Children develop friendships and look forward to their friends arriving.
- Staff display children's early writing and artwork with care. Children enjoy showing the inspector which piece belongs to them.
- Children practise their physical skills as they exercise outside in all weathers. They race with friends, climb up the slide, bounce on space hoppers and laugh as they rock on the see-saw.
- Parents praise the positive impact that attendance at the pre-school has had on their children. They talk about their children's progress and increased confidence. Parents comment on how much children enjoy and benefit from the wide range of learning experiences on offer.
- Staff do not consistently make the most of opportunities to support children's social skills, for example at snack times.
- The arrangements for supervision and ongoing professional development are not focused enough to raise staff's personal effectiveness to the highest levels.

What the setting needs to do to improve further

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

- make the most of opportunities to support children's social skills and communication with each other
- sharpen the arrangements for staff support and supervision to enable individual staff to raise their personal effectiveness to an even higher 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 discussions with the manager, deputy and committee chairperson. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke with staff and children at appropriate times throughout 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 have a good understanding of their duty to protect children and to keep them safe from harm. All staff know how to report any concerns they may have about the welfare of a child in their care. They also ensure that visitors to the setting are aware of the safeguarding policy. The manager and staff regularly attend training and refresh their knowledge of key policies during staff meetings. The setting has made good links with local schools. Parents appreciate the way staff help children to prepare for their move on to school. They mention visits from Reception teachers and how staff promote children's emotional well-being. This helps to support children with their next stage in learning. The management team closely monitors and reviews all children's progress. With staff, they implement effective strategies to address any identified gaps in learning.

Quality of teaching, learning and assessment is good

Staff encourage children to play finding and sorting games. They set challenges to find a certain quantity and type of item. This helps children to practise their mathematical skills, such as categorisation and counting. From a young age, children are encouraged to recognise letters. For example, they begin to recognise their own name as they check the outside play turn board and label their drawings. Staff talk to children about the textures and scents of messy play materials, such as jelly. This helps to build children's vocabulary and promotes exploration of new things. Children delight in sensory activities. They practise using their small-muscle skills as they squish, squash and squeeze dough, sand and jelly. Staff ask questions which help to support children's thinking skills. For example, they wonder how jelly becomes cold and how it could be warmed up. Staff talk to children about things they can see. They talk about the bees in the garden and what an important job they are doing. This helps to build children's knowledge of the world.

Personal development, behaviour and welfare are good

Children immerse themselves in sand kitchen play. They transport water and sand between containers and enjoy mixing with large wooden spoons. Staff encourage children to try new things, to experiment with different tools and equipment and to ask others to join their play. They set out clear rules for using resources or equipment. This helps children to behave well. Children develop independence. For example, at snack time they wash their hands, pour milk or water carefully into their mug and choose which fruit they would like. Children use a water machine to dispense themselves drinks throughout their session. They demonstrate pride when they succeed at a task. Staff praise children warmly, recognising each child's individual efforts and progress with difficult skills. Children demonstrate good concentration levels for their age.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress. They develop key skills to support their future learning. For example, children are motivated learners who seek out activities and experiences. They know where to find extra resources, such as play dough, and are confident to add them to an existing activity or begin a new one. Children are articulate and express their thoughts with confidence.

Setting details

Unique reference number	251411
Local authority	Suffolk
Inspection number	10072652
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	26
Number of children on roll	38
Name of registered person	Beck Row Pre-School
Registered person unique reference number	RP523303
Date of previous inspection	19 January 2016
Telephone number	01638 712 621

Beck Row Pre-School registered in 1974. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday during term time. Sessions run from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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