

# Mendlesham Pre-school

Small Hall, Community Centre, Old Station Road, Mendlesham,  
Stowmarket, Suffolk IP14 5RT



<b>Inspection date</b>	1 May 2019
Previous inspection date	8 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not have high enough expectations of what children can achieve. They do not ensure that their interactions with children are of a consistently good quality to challenge their learning. This hinders children's good progress in their development.
- Staff do not promote children's good health well enough in order to reduce the risks of cross-infection.
- Staff do not have regular enough opportunities to discuss their performance with management for it to be a fully effective aid to monitoring, improving and supporting their practice.
- Staff do not always encourage younger children's attempts at experimenting with sounds and words.

### It has the following strengths

- The manager has taken some steps to address the recommendations set at the last inspection. For example, staff have occasional opportunities to observe each other's practice as part of working towards improving the quality of teaching.
- Staff build friendly and trusting partnerships with parents. Parents are kept informed about their children's day and how well their children are learning and developing.
- Staff know the children and their families well. Staff talk confidently about what children like to do and their interests.
- Children are happy and settled. They feel safe and secure in their relationships with staff. Children develop close emotional attachments, confidently seeking out staff for a cuddle or to share in their play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching to provide children with sufficient challenge and motivation to learn and guide the development of their capabilities	31/07/2019
reduce the risks of cross-infection to promote children's good health at all times	31/05/2019
strengthen the arrangements for the supervision of all staff in order to manage their performance more effectively.	31/05/2019

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

- make the most of all opportunities to encourage younger children to experiment more freely with sounds and words.

### 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 manager.
- The inspector held a meeting with the manager 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.
- A small number of parents were spoken to during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management requires improvement

Although staff informally chat together as they set up and pack away each day, they do not have enough opportunity to meet with management to discuss their performance. Staff complete mandatory training, such as child protection. They understand their responsibilities to protect the welfare of children. They are aware of the indicators of abuse and know how to report concerns. Safeguarding is effective. Parents speak highly of the staff, describing them as caring and friendly. They appreciate the support staff give them with child-rearing practices, such as potty training. The manager and staff have established strong partnerships with the adjoining primary school. This helps to ensure that children are supported as they prepare for the next stage in their learning, such as moving into the Reception class. The manager does identify some areas for development to improve the provision for children's play and learning.

### Quality of teaching, learning and assessment requires improvement

Staff do not pay attention to how children engage in activities and do not take opportunities to extend their learning. For example, when a child is ringing a cow bell, staff suggest she puts it away until later. Children are not encouraged to compare the instrument to other musical instruments that are available to them, listen to the sounds they make or use them purposefully. Staff chat to older children and engage them in conversation. However, they do not always encourage the speech and language development of younger children, particularly when they rely on a dummy for comfort. Despite this, staff do observe children as they play and evaluate their observations. They are aware of where children are in their learning and their next steps. Children enjoy developing their physical skills in the enclosed garden.

### Personal development, behaviour and welfare require improvement

Staff do not promote children's good health well enough. For example, the sandpits in the garden are not covered. Consequently, the sand is dirty and contains insects and weeds. Each child has a named person to take responsibility for ensuring that their care and learning needs are met. Key persons build friendly and trusting relationships with parents and children. Children's move from home to the pre-school is managed well. Settling-in procedures are tailored to the individual needs of each child and their family. Children play well together. They initiate interactions with each other and cooperate in their games. Staff praise and value children's individual efforts. Children manage their own personal needs relevant to their age.

### Outcomes for children require improvement

Weaknesses in the quality of teaching impact on the progress children make in their learning and development. Despite this, they do develop the basic skills needed to be ready for school. Staff monitor children's learning. Any gaps are identified and managed. Children develop confidence and choose what they want to play with. They can lead their own play. Children listen and concentrate when staff read stories to them.

## Setting details

<b>Unique reference number</b>	508616
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072962
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Mendlesham Pre-School Committee
<b>Registered person unique reference number</b>	RP523986
<b>Date of previous inspection</b>	8 June 2016
<b>Telephone number</b>	01449 766041

Mendlesham Pre-school opened in the 1970s and registered in 1990. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during school term time. Sessions are available from 8.30am until 4pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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