

Elmsett Pre School

Playgroup 1

Village Hall, The Street, Elmsett, Ipswich, Suffolk IP7 6PA



Inspection date	7 May 2019
Previous inspection date	29 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

- The new manager has worked hard with staff to introduce new ways of working, including staff performance management and activity planning systems. This has had a positive impact on the staff team and children's experiences.
- Children enjoy imaginative role play. They dress as vets and talk about making soft toy animals 'better'. Staff make good use of children's play to help promote their thinking skills and understanding of the world. For example, they ask about children's own experiences with doctors, and what might be wrong with the animals.
- Staff recognise children's different moods and emotional states from day to day. They are responsive and warm. This helps children to feel safe and cared for. Children form strong bonds with staff and seek them out for comfort or reassurance.
- Children develop key skills that support their future learning. For example, they engage well in large-group activities, listen to staff carefully and follow directions well. Children learn key social skills and begin to build friendships.
- Staff work with parents to assess children's starting points on entry. Parents praise the warm manner of staff and how well their children have settled in to the setting. They report feeling informed about their children's achievements and activities. Parents comment that children talk positively about the staff, activities and other children frequently at home.
- Staff encourage children to use numbers during a range of activities. For instance, they count their own teeth using a mirror, find the right number for the day's date and count how many water beads they have in their hands.
- Although relationships with parents are good, staff have not fully developed ways to share information or guidance with them, to continue and extend their children's learning at home.
- Staff sometimes complete tasks that children could do for themselves, such as peeling fruit, so children are not able to be as independent as possible.

What the setting needs to do to improve further

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

- strengthen arrangements to provide information and guidance for parents, to help them to continue and extend their children's learning at home
- make the most of opportunities to encourage children to do things for themselves and develop their independence.

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 completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have good understanding of child protection issues. They are aware of the procedures to follow if they have a concern about the welfare of a child. Staff use risk assessments to help ensure that the premises and equipment are safe for children to use. For example, they complete a daily check of the hall and garden areas to identify and remove hazards. The manager observes staff practice and uses this to give feedback and specific areas for their development within supervision meetings. Staff access training and support from their local authority team to help meet individual children's needs. The manager monitors children's progress. She uses this information to identify any learning gaps in the provision, plan targeted activities and identify potential training opportunities for staff. Staff make links with the local school and organise visits to help promote children's well-being as they prepare to move on to school.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's progress. They organise activities and games which reflect children's interests, as well as their individual learning needs. Children engage in group activities well. They take turns to greet each other at morning circle time and help staff to find words, numbers and weather symbols for the 'today' board. Staff promote children's understanding of the world and help to build their vocabulary. They encourage children to think about what they can see and what they feel outside, during a conversation about the weather. Staff use picture communication systems and signing to help ensure all children are included and are able to contribute.

Personal development, behaviour and welfare are good

Staff support children to understand positive behaviours, such as taking turns and speaking kindly to others. Children can recall the 'golden rules' of the setting, such as using 'walking feet' indoors and having 'kind hands'. They play happily alongside each other. Older children begin to play cooperative games, sharing resources and equipment. For example, children make up a story involving toy penguins and water beads. They help each other to fill up cups with the beads and 'feed' the penguins. Children play energetically in the garden. They enjoy playing chasing games with toy dinosaurs, pedal quickly up and down the paved areas and push themselves along on scooters. Children learn how to manage their personal hygiene. Older children wash their hands thoroughly by themselves and younger children are helped by staff.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from their starting points. They develop a positive attitude towards learning. For example, children maintain their concentration for extended periods as they immerse themselves in activities. Older children recognise the letters in their name and how each letter sounds. They practise writing letters with their fingers, pens and on whiteboards.

Setting details

Unique reference number	251472
Local authority	Suffolk
Inspection number	10072655
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	18
Name of registered person	Elmsett Pre School Playgroup Committee
Registered person unique reference number	RP523533
Date of previous inspection	29 February 2016
Telephone number	01473 657381

Elmsett Pre School Playgroup 1 registered in 1992. The pre-school employs five members of staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Thursday during term time. Monday sessions run from 8.45am until 3pm. Tuesday, Wednesday and Thursday sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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